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ABSTRACT

These 12 monthly newsletter issues provide information and support for providers of school-age child care. The featured articles for each month are: (1) "Children's World Opens Private Elementary Schools" (September); (2) "How Does SAC [school-age care] Rate in Your State? (October)" (3) "Australian SAC Tackles Space Shortage" (November); (4) "School-Age Issues Presented at White House Conference" (December); (5) "Planning Summer: Voices from the Field" (January); (6) "New $40 Million May Create Many New Programs" (February); (7) "Summer Planning for Large Programs" (March); (8) "Martin Luther King, Jr.'s Legacy for School-Age Care" (April); (9) "Making Projects Successful" (May); (10) "Vice President Focuses on SAC with Teleconference" (June); (11) "Academic Enrichment Programs and the School-Ager's Brain" (July); and (12) "Back to School Stress: What You Can Expect" (August). Included in each issue are suggested activities and information, legislative issues related to school age care, and relevant professional development opportunities. (KB)

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School-Age NOTES. 1998

Richard T. Scofield, Ed.

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Volume XVIII #1 The Newsletter for School-Age Care Professionals September 1997

School-Age NOTES

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Children's World Opens Private Elementary Schools

Child care in the U.S. has taken several twists and turns over the past two decades. Latchkey children became a part of the vernacular, and after school programs became an integral part of the child care sector. Child care supported by corporations for employees came into prominence and now Corporate Family Solutions (formerly Corporate Child Care) has "gone public" with a stock offering in August. Within the last two years, as reported in SAN's April issue, there has been a surge of for-profit enrichment and extended day programs pushing out existing school-age care programs. And now we have child care centers developing private elementary schools as parents look for additional educational options to meet the needs of their individual families.

Children's World Learning Centers of Golden, Colorado has created Meritor Academy, a new division, to offer private kindergarten and first grade with gradual additions of grades through sixth grade. Children's World is the second largest child care provider in the U.S. and the largest centrally-managed provider of school-based after school programs with over 400 programs at school-sites.

This fall there will be 26 schools open in eight states, Arizona, California, Colorado, Illinois, Maryland, Massachusetts, New Hampshire and Texas. The mission of the Meritor Academy is "to provide a high quality education that fosters excellence in academic learning, establishes strong character, and develops attitudes and skills essential for life success. A difference from other educational opportunities is the "Meritor Academy Method" which includes a learning guarantee and accountability system for its focus on core academics, personal leadership qualities, study skills and unique three-level foreign language program.

The adult-child ratio of 1:20 also makes it unique to elementary school education. The elementary school tuition will average $5,500 per school year, depending on location.

The reading and language arts program features "Literature Works" published by Silver Burdett Ginn. The mathematics programs emphasizes problem solving and reasoning skills, and teaches skills identified by the National Council of Teachers of Mathematics. The science curriculum will teach through a variety of methods including hands-on activities.

Both the arts and physical fitness will play a role in the curriculum. The art curriculum will be based on the National Visual Arts Standards. The physical fitness program will be one established by President's Council on Physical Fitness and Sports.

Students will be required to wear school uniforms. Placement testing will enable development of customized student learning plans. Classroom or individual community service will be required.

Extended day enhancement programs will be offered before and after the academic day program. A Meritor Junior Academy for preschoolers, prekindergarten and junior kindergarten will be offered at all Meritor Academy locations. These programs will focus on preparation for and continued opportunities "in the tradition of the Meritor Academy." ➪

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SAC in Australia

School-Age NOTES Editor Rich Scofield is in Australia this month speaking and doing training in Brisbane, Sydney, the Hunter region, Wollongong, and Melbourne across three of the six states of Australia. As a prelude to his return and reports of his trip, the following is a short introduction.

As a special education teacher in Sydney in the mid-1970's, I didn't know about school-age care but later I watched its growth both in Australia and the U.S. In the late 1970's one of the few articles on school-age care in the ERIC system was from Australia.

From my readings and conversations with advocates and providers, school-age care in Australia is much more similar than different to school-age care in the U.S. Issues of shared space, ratios, standards, funding cuts, older kids, and what to do with the children all sound too familiar.

Some of the differences are that programs rely on government subsidies for part of their funding as opposed to the majority of fee-based programs here. Child care centers in general are smaller operations with fewer children than centers here and do not have large centers with 100-150 or more children. Thus, the SAC programs are smaller and they even have some that are "single staff member services." ➪

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Qualities of Leadership

The 8 Great "Ates"

The following was first presented by Michael Brandwein at the 1989 National Conference of the American Camping Association and is published in the book Youth Programs: Promoting Quality Services, *by Susan and Christopher Edginton.*

What are the qualities that a person who wishes to be a leader of children and youth needs? Brandwein (see above) cites the eight great "ates" - all necessary leadership qualities that end in "ate."

Motivates: Maintaining a good attitude and being positive is key to motivating children and youth. Leaders who actively participate with the youth, and who sets an example, will motivate the children under their care. If the leader is excited, the children will be excited. Being enthusiastic and energetic will be contagious. Remember that an inexperienced staff person with the right attitude and positive energy will be more effective with children than the most skilled person with the wrong attitude.

Communicates: Being a good communicator means knowing how to listen. Leaders can create an environment where children feel free to express themselves.

To create better communication between staff and children, ask yourself, "What was the longest conversation I had with a child today? What was it about?" Try having a "Question for the day" each day of the program. Ask the children questions like, "What do you dream about?" "What would you do if you ran this program?" Encourage the children to ask their own questions of each other and the leaders.

Accommodates: The ability to get along with other staff members and the children and a willingness to compromise is an important leadership quality. Supporting the ideas of others and remaining flexible allows everyone, adults and children, to be cooperative. Creating a "we" attitude ("We can do anything!") benefits everyone.

Anticipates: Quality leadership includes an ability to anticipate both the needs of the children and the problems that may arise. By anticipating the problems, leaders take proactive measures in dealing with them. Anticipating the needs of the children will help the leaders plan more efficiently for those needs.

Facilitates: Rather than directing activities, leaders can facilitate ways that allow the children and youth to take ownership of the program, i.e. letting them make decisions about activities, self-directed play, etc.

Creates: Quality leaders create a caring environment for children to grow as individuals. The program can become a microcosm of the real world, allowing the children to practice their roles of citizenship for eventual participation in the larger community.

Educates: In addition to providing play opportunities and social activities that entertain as well as educate, leaders of children and youth are role models. Everything they do is an educational experience for the children, for how an adult reacts to any given situation is a cue to the children on how to handle various life experiences. By setting standards of conduct, attitude, wholesome activities, and habits, leaders can positively educate children and youth in how to live a positive life.

Celebrates: Demonstrating genuine excitement for what you're doing, and freely expressing joy in the job, in life, and in the moment cues others around you, especially children, that there is much to celebrate about life.

More Great Ates

Here are some other "ate" words that define quality leadership:

Validates	**Concentrates**
Participates	**Liberates**
Initiates	**Differentiates**
Dedicates	**Demonstrates**
Cooperates	**Recreates**

SAC Lands Role On MTV

First we had a comic strip about school-age care (remember "Dillion"?), now we have SAC as a setting on a television program.

From the Internet SAC-List, we learn from Ray Mueller of Colorado and Ellen Gannett and Michelle Seligson of the Wellesley SACCProject that the producers for the MTV program "Real World" hired the SACCProject to train the cast on how to be volunteers in an after school program in East Boston. Trainer Ana O'Connor came from Texas to conduct the training.

Gannett said "It was quite an experience to say the least! But we felt well worth the national exporsure that SAC programs will get as a result of being on the show."

"Real World" is a popular reality-based program on MTV in which a diverse group of twentysomething men and women, who have never previously met, are asked to live together in one dwelling for several months where virtually every aspect of their lives are filmed for the purpose of airing on the program.

According to Michelle Seligson, MTV will probably re-run this program for years to come. "You might want to think about ways to use the segments as training aids – tape them when they repeat the series," she said.

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8 Minutes to Conflict Resolution

The "2 X 4" Method

No, the "2 X 4" method of conflict resolution does not mean using a 2 X 4 piece of wood to resolve the conflict! As tempting as that might be for the disputants, it wouldn't be very peaceful would it? This simplified version of peace negotiating skills requires that participants go through **four** steps, spending **two** minutes on each step so that they are able to resolve their conflict in eight minutes. The benefit is that this process can be utilized without needing a third-party mediator, as long as the two disputants agree to basic ground rules. In using this method, common and moderate disputes, that have not been allowed to simmer over a period of time, can be quickly and positively self-contained.

The ground rules for this process are:
1. Both disputants agree to work to solve the problem.
2. Disputants must speak honestly.
3. There can be no interrupting, name-calling or physical violence.
4. Discussion must focus only on the issue at hand.

To begin the process, one disputant requests a few minutes of the other disputant's time to discuss a problem.
Step 1: Disputant #1 takes two minutes to state the problem - what has happened and how she/he feels about it. ***For example:*** "I feel angry when you call me names because it hurts my feelings."
Step 2: Disputant #2 takes two minutes to do the same.
Step 3: SILENCE - each disputant spends two minutes thinking about what he or she can do to solve the problem.
Step 4: The last two minutes are spent with the disputants sharing the ideas they have thought of and deciding what each is willing to do.

This process may seem overly simplified when in the middle of a conflict, particularly between two school-agers. However, if practice sessions are conducted with the whole group, using role-playing techniques, the children may learn how to discern that a conflict they have is solvable by using this method, and when a more serious conflict requires third-part mediation, particularly from an adult. ➪

This process was first discussed by S. Koch in the publication Using Conflict Resolution to Promote a Peaceful Environment *(Cedar Falls: University of Northern Iowa) and appears in* Youth Programs: Promoting Quality-Services *by Susan and Christopher Edginton.* *(See p. 6, **"New Books..."** for a description of this book which is a new addition to the School-Age NOTES Catalog.)*

Even 2nd Graders Can Learn Conflict Resolution Skills

Don't discount young school-agers' abilities to learn conflict resolution skills such as the 2X4 approach mentioned in the previous article. Researchers from the Dept. of Educational Psycholgy at the University of Minnesota conducted a study on a group of 144 students in grades 2 through 5 and found that not only could the students learn peer mediation skills, but they retained the learning and understood how to incorporate the skills.

The researchers trained the students for nine hours over a six-week period. The diverse group of students were taught how to define conflict and how to use negotiating strategies to cool incendiary situations. Some of the strategies they learned were reversing perspectives and suggesting three alternatives that could benefit both parties involved in a conflict.

After the training, an assessment was made of the students, who were asked to write down the steps (as they recalled) in settling a conflict, and to supply written and oral accounts of how they would handle two realistic in-school disputes.

In addition, a similar group of students who did not receive the training were tested and their conflict resolution skills were assessed.

[Peer mediation] training had a significant positive effect on students' potential ability to use negotiation and medation procedures.

The results of these assessments showed that 94% of the trained students recalled all of the procedures. Months later 92% still remembered the steps. Researchers believed this was due to student usage of the procedures to manage daily conflicts.

To qualify results, researchers compared the trained students' pre- and post- program answers to the written and oral interviews about specific situations with those of the untrained students and found that "training had a significant positive effect on students' potential ability to use negotiation and medation procedures." One third of the trained students were reported to have negotiating ability compared to none of the untrained students.

Teachers and the principal reported less severe and less destructive student conflicts and a more positive classroom environment, allowing more teaching time. ➪

(Adapted from the May, 1996 issue of Growing Child Research Review, *which reported on the research found in* The Journal of Social Psychology, *Vol. 136, No. 6, page 673.* Growing Child Research Review *was formerly a publication of Dunn & Hargitt, Inc., but is no longer published.)*

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Pumpkins!

October is ***the*** month for pumpkins! And did you know that:

- Pumpkins are both a fruit *and* a vegetable?
- Pumpkins are high in vitamin A and potassium?
- Pumpkins float in water? (Try this out!)

Try these activities to learn more about pumpkins:

Cut a large pumpkin in half. Let the children enjoy the wet, squishy feeling of the pulp as they separate the seeds. Bake the pumpkin seeds on a cookie sheet at 450° for about 20 minutes with a little salt and cooking oil. Bake the pumpkin halves until very soft. Blend the baked pumpkin in the blender for use in pies, cookies, muffins, or bread.

Sprouting Pumpkin Seeds

Whether as a science experiment or to plant, children will enjoy learning to sprout pumpkin seeds :

Layer together two or three moistened towels or napkins, space seeds on the towels so they don't touch, then carefully roll up the towels and place them in a plastic bag. Put the plastic bag in a warm place like the top of a water heater or refrigerator, where the temperature is close to 75° F. Check the seeds daily. In four or five days, each will sprout a "tail" – the new plant's root. As soon as the root appears, place the seed in a pot or plant it outdoors, root end downward. The new root is brittle and breaks off easily, so handle with care.

(From The Perfect Pumpkin ©1997, *by Gail Damerow, with permission from Storey Communications.)*

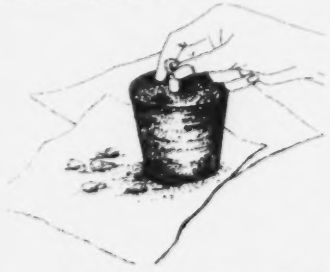


Illustration by Susan Berry Langsten

Mini-Golf

October 4 is *National Golf Day*. Celebrate by having a mini-golf competition.

Use ping-pong balls or wads of masking tape as balls (They're lighter than golf balls and won't break windows!) Yardsticks make nice putters, or the children can make their own out of cardboard tubes.

"Holes" for the golf course can be created from tin cans, small boxes, or other recycled materials. Make the course more challenging by lining up obstacles for kids to putt around. Let the children help design the course.

National Dessert Month

October is *National Dessert Month*, so throughout the month, celebrate by letting the children share recipes of their favorite desserts. Here's one to get you started:

Delicious Dessert Crepes

Ingredients:
1 beaten egg
3/4 cup milk
1/2 cup all-purpose flour
1 tablespoon sugar
1 1/2 tablespoons cooking oil
dash of salt

In a mixing bowl, combine the egg, milk, flour, sugar, cooking oil, and salt. Beat until smooth.

Heat a lightly greased 6-inch skillet. Remove from heat. Spoon in two tablespoons of the batter; lift and tilt the skillet to spread batter. Return to heat; brown on one side only. Invert the pan over paper toweling to remove the crepe. Repeat with remaining batter, greasing the pan occasionally. Recipe makes 10 crepes; multiply ingredients as needed.

Let the children brainstorm about what kinds of toppings to use on the crepes. But try to emphasize healthy toppings like various fruits, perhaps sprinkled with cinnamon. How about pumpkin? Or peanut butter?

Scream!

October 12 is *International Moment of Frustration Scream Day*. Your school-agers will know what to do!

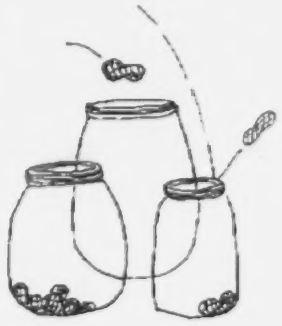
Let them release their frustration by screaming in a controlled environment. Have a contest for the most creative screaming. Make sure that you set a time limit for each scream (5 seconds is good).

National Peanut Festival

October 13 is the National Peanut Festival. Celebrate by making homemade peanut butter:

Put 1 1/2 cups roasted unsalted peanuts and 1 tablespoon peanut oil into a food processor or blender. Process until smooth.

Store the peanut butter in a sealed container in the refrigerator for up to two weeks. See page 5 for other peanut-related activities to celebrate this day. **NOTE:** Remember that some children have allergic reactions to peanuts, so double-check your records to make sure all your school-agers can enjoy the peanut butter treats.



Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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OCTOBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
CRAZY OCTOBER DAYS!	Oct. 2 — *Name Your Car Day*. Have the kids create a vehicle out of junk materials. Have a contest to see who can come up with the funniest name for their vehicle.	Oct. 4 — *National Golf Day*. See page 4 for some golf course ideas.	Oct. 9 — *Moldy Cheese Day*. Start a mold garden with pieces of food in small containers. Check on them every few days and chart the progress of the mold.	Oct. 16 – *National Dictionary Day*. Learn a new word and share it with the group.	Oct. 30 – *National Magic Day*. Have a magic show!
PEANUTS	George Washington Carver found hundreds of uses for peanuts. What are some uses you can think of? Compare with what you find out about Carver's discoveries.	Make peanut butter using the recipe on page 4.	Use your home-made peanut butter to make "ants on a log." Spread peanut butter on celery sticks and add a few raisins.	Have a peanut relay. Line up in two teams. Each teammate carries a peanut on a spoon to the finish line.	*Peanut Hunt* — Hide peanuts around the room. Kids get to eat what they find!
WEAVING	Weave with paper strips.	*Basket Weaving* – Weave colored yarn through plastic produce baskets.	String several rows of yarn back and forth across a bulletin board. Let the kids weave yarn, ribbon, pieces of cloth and other items through the yarn.	Invite someone who owns a loom to demonstrate how to weave. (Many art students have access to a loom.)	Weave yarn or ribbon through a forked tree branch.
APPLES	There is a star inside of all apples. Cut one in half and see.	Spread peanut butter on apple slices for a quick snack.	**Bobbing for apples!**	Have an apple tasting party. Compare 4 or 5 varieties and chart the kids' preferences.	*Apple Relay* — Using only your nose, push an apple across the floor to the finish line – no hands!
DESSERTS	Have a bake sale! Start baking now, and by next week you'll be all set to sell. Baked goods can be stored in the freezer until the sale.	Have a crepe-making festival. See recipe and topping ideas on page 4.	Have kids write and illustrate their own unique dessert recipes – the more unusual the better!		
OUTDOOR FUN & GAMES	Have a fun game of touch football. Make sure to keep it non-competitive and emphasize teamwork and fair play.	If you live in a climate where trees lose their leaves, this if the perfect time to make a leaf pile and *JUMP*!	Take sketch pads and colored chalk outdoors and draw what you see.		

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

After School Centers in Limbo

The Clinton administration's plan to fund hundreds of school-age program start-ups next year [as reported in August SAN issue] stands in limbo. Appropriations committees in the House and Senate have passed different versions of FY98 spending bills for the departments of Health & Human Services and Education. The House bill (H.R. 2264) includes the requested $50 million for After School Learning Centers, a new program to keep schools open for tutoring and other activities to improve student achievement and keep youngsters out of trouble. But the Senate bill (S. 1061) doesn't include the funds. The two houses will have to reconcile the difference in September.

$19 Million for SAC

Both bills also continue the $19.2 million Child Care Dependent Block Grant (CCDBG) earmark for school-age and resource & referral activities. As before, states must use the money for new or expanded services, not to replace existing spending. Both bills include $2.06 billion in entitlement spending for CCDBG. The House includes $1 billion more in discretionary funds; the Senate only $963.12 million.

Cuts in Budget

The bills also include $2.24 billion for the Social Services Block Grant, a cut of $255 million from FY 97. The House Appropriations Comittee orders the Administration on Children & Families to report next year what it's doing to evaluate the program.

Against the wishes of the administration, both bills would zero out the Community Schools program.

ACF Proposes Rule for Special Teen Care

Teenagers would be eligible for federal tuition subsidies for school-age care in special situations, under proposed regulations. The Administration for Children & Families has proposed regulations for the Child Care & Development Block Grant (CCDBG) to allow states to use federal money to pay for day care for children 13-19 "who are physically or mentally incapacitated or under court supervision." States' CCDBG plans would have to explain how. Other than that, the maximum age for subsidies would remain at 12 years.

Crime Bills Offer New Support

Juvenile crime legislation moving toward passage could mean new opportunities for school-age programs. As usual, programs wishing funding would have to show how they keep youth away from drugs and gangs. Appropriations committees have shown willingness to fund programs if Congress authorizes them.

The House approved the Juvenile Justice & Delinquency Prevention Act (H.R. 1818) with unspecified sums for a Juvenile Block Grant that could fund school-age activities. States would get half their share based on their percentage of the nation's under-18 population and the other half on their share of juvenile arrests. States could give the money to schools or community groups and use only 5% on administration and evaluation. Funding would have to support new services, not replace existing money.

Boys & Girls Clubs

The Senate Judiciary Committee, meanwhile, approved S.10, which would earmark $20 million/year for Boys & Girls Clubs to build clubhouses in or near public housing and other distressed areas. Senate Judiciary Committee Chairman Orrin Hatch (R-UT) says that these clubs deserve the funding because of their proven track record.

Meanwhile, the full Senate and the House Appropriations Committee have approved FY 98 spending bills for the Justice Dept. (H.R. 2267 and S. 1022). Both include $20 million for Boys & Girls Clubs, and $1 million for Law Enforcement Family Support (to provide social services for police families, including school-age care). Both bills would kill the Ounce of Prevention Council. The House bill includes $237.9 million for the proposed Juvenile Block Grant; the Senate $145 million. The Senate would provide $12 million for Part D Youth Gangs.

New Books...

(Continued from page 7)

● **MANAGING MONEY: A Center Director's Guidebook** is a collection of 32 articles by 16 different authors originally published in *Child Care Information Exchange*. The 160-page book addresses aspects of money management in for-profit and non-profit settings. Six chapters cover such topics as basic money management tools, financial evaluation tools, financial policies and procedures, fundraising strategies, and long-range planning. Retail price is $19.95, subscriber price is $17.95.

● **TRAINING TEACHERS: A Harvest of Theory and Practice** (Carter & Curtis) is an excellent resource for administrators and directors involved in staff training. The training approach and workshop activities included in this book can be applied in many training situations, especially for school-age care. Based on a constructivist approach to training teachers, in which "students experience constructing their own knowledge and respecting their own learning styles so they can help children do the same." Offers guidelines on how to make adult learning interactive and participatory. Includes an eight week course on child-centered curriculum planning. 274 pages. Retail price is $32.95, subscriber price is $29.95

● **YOUTH PROGRAMS: Promoting Quality Services** (Susan & Christopher Edginton) covers a wide range of issues in providing quality programs for school-age children, based in part on Total Quality Management principles. Although written for summer camps and other out-of-school settings, there are many excellent strategies, planning ideas, and guides for developing a quality, developmentally appropriate program for children ages 6-18. The book dwells on issues of developing quality leadership skills and designing a child-centered program. An easy to follow format with a number of specific checklists, sample program grids, and theme-based activities. 289 pages (hardcover). Retail price is $24.95, subscriber price is $21.95.

(See related articles on pp. 2- 3)

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New Fall Books from SAN

Look for the **Fall, 1997 After School Resource Catalog** toward the end of September.

This year we've added six new titles, an eclectic mix of books covering a range of topics, from activities in the garden to leadership issues. Books may be orderd by phone with VISA or MasterCard by calling toll free at 1-800-410-8780. And remember when ordering to add shipping and handling charges:

$0-12.99..... $2.50
$13-25.99.....$3.50
$26-50.99.....$4.50
$51-75..... $5.50
Over $75.....Add 8% of book order
(For Canadian and other foreign orders, refer to our catalog for shipping charges or call 1-615-242-8464 or FAX a request to 1-615-242-8260.)

The new titles are:

- **DISCOVERING GREAT ARTISTS: Hands on Art for Children in the Styles of the Great Masters** (Kohl & Solga) is an intriguing new book with 110 fun and unique art activities for children ages 4-12, in which they experience the styles and techniques of great art masters, from the Renaissance to the present. For each featured artist there is a brief biography and a child-tested art activity based on that artist's medium. Artists include Van Gogh, Picasso, Michelangelo, O'Keeffe, and more. Retail price is $14.95, subscriber price is $13.95.
- **LEARN AND PLAY IN THE GARDEN: Games, Crafts, and Activities for Children** (Meg Herd) offers over 40 activities for ages 6-12, divided among the four seasons, with beautiful full-color photos. Activities offer environmental and gardening tips, experiments, games, and crafts, drawing on natural resources. Indoor activities are included for snowy days or inclement weather. Retail price is $9.95, subscriber price is $8.95.
- **LEADERSHIP IN EARLY CARE AND EDUCATION**, *an NAEYC publication*, is a collection of articles written by leaders in the education and early childhood care fields, that look at leadership in its many facets, including management, advocacy, advancing good practice, and community leadership roles. Retail price is $8.95, subscriber price is $7.95.

(Continued on page 6)

RFP for Emerging Leaders Experiments

- Request for Proposals Available After Aug. 29
- Letters of Intent Due Sept. 26
- Full Experiment Proposals Due Nov. 21
- Applicant Notification Dec. 15-18
- Experiments begin January 1, 1998

"Taking the Lead: Investing in Early Childhood Leadership for the 21st Century" is a national early childhood leadership development initiative based at The Center for Career Development in Early Care and Education at Wheelock College.

Launched in 1996, the central goal of "Taking the Lead" is to improve the quality of programs for children and families by developing and supporting a diverse generation of leaders for the many roles in the early childhood field. "Taking the Lead" is initiating a variety of activities focused on early childhood leadership development, director training, and director credentialing.

The purpose of the **Emerging Leaders Experiments** is to: allow communities to identify, recruit, train, support, and retain a diverse group of individuals for future leadership; work to strengthen pathways to leadership; develop an understanding of the various barriers that may impede the inclusion of these potential leaders.

Emerging Leaders Experiments will further "Taking the Lead's" mission by identifying and supporting emerging leaders in many different roles (such as teachers, aides, family child care providers, directors) who are ready to move out of their customary domains into broader arenas in the early care and education field.

Answers to commonly asked questions and RFP materials will be available on the web site <http://ericps.crc.uiuc.edu/ccdece/ccdece.html>. Full application packets for Emerging Leaders Experiments will be sent only upon request beginning Aug. 29. To request a packet, call, write, email, or fax The Center for Career Development in Early Care and Education at: Taking the Lead, The Center for Career Development in Early Care and Education, Wheelock College, 200 The Riverway, Boston MA 02215-4176, FAX: 617-738-0643, Phone: 617-734-5200, ext. 211, e-mail: <WHE_ADMIN@FLO.ORG>.

SAC CONFERENCES

NORTH CAROLINA Sept. 26-27, 1997 "Growing Up with Places to Go," 1997 Older Kids Conference, Charlotte. **Contact:** 704-549-4803

UTAH Oct. 3-4, 1997
Annual UTSACA Conference, Snowbird Ski Resort
Contact: Kathy, 801-654-2746

ILLINOIS Oct. 4, 1997
SAC & ECE Conference, Bloomington
Contact: 800-649-1766

MISSOURI Oct. 11, 1997 **New Listing**
Regional SACC Conference - Springfield
Contact: Deana Lakin, 417-836-6541 (4 hrs. credit)

INDIANA Oct. 4, 1997 **New Listing**
IN SAC Conference, Indianapolis
Keynote: Linda Sisson. **Contact:** Linda Orejuela, 317-283-3817

OHIO Oct. 12-14, 1997
COSERRC Early Childhood & SAC Conference, Columbus. **Contact:** 614-262-4545

CANADA Oct. 16-18, 1997
8th Annual Ontario SAC Assoc. Conference, Sudbury, Ontario. **Contact:** Pam Brown, 705-525-0055

NEW JERSEY Oct. 17-18, 1997
NJSACCC Conference, Atlantic City
Contact: 908-789-0259

NEW MEXICO Oct. 17-18, 1997
Third Annual SAC Conference, Albuquerque
Contact: 505-842-8787

MICHIGAN October 28, 1997
10th Annual Michigan SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

COLORADO Nov. 8, 1997 **New Listing**
7th Annual CAQSAP SAC Fall Conference, Denver
Contact: Deb Kulcsar, 303-499-1125, ext. 224

MAINE Nov. 8, 1997
4th Annual Maine SACA Conference, S. Portland
Contact: Lori Freid-Davis, 800-287-1471

CANADA Nov. 14-15, 1997 **New Listing**
SACC of British Columbia Conference, Vancouver
Contact: Janine Dyck, 604-739-3099

MASS. Nov. 20-21, 1997
New England Kindergarten Conference Serving PreK-Grade 3 Programs. **School-Age Track**, Randolph. **Contact:** Marta Gredler, 617-349-8922

NORTH CAROLINA Nov. 21-22, 1997
8th Annual NCSACC Conference, Winston-Salem
Contact: Jennifer Tennant, 919-967-8211, ext. 263, or 919-929-8725

GEORGIA February 20-21, 1998
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

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RESOURCES

Free Demo Disk

EZ-Care is a leading solution for school-age program management and administration. The system offers components for Enrollment Management, Billing, Scheduling, Computerized Attendance Management, and more. For FREE information and a preview disk, call 800-220-4111.

Pumpkin Book

Just in time for October harvest festivities, Storey Communications, Inc. has released The Perfect Pumpkin, by Gail Damerow, with everything you ever wanted or needed to know about pumpkins! The book features a complete horticultural information on all varieties of pumpkins, has more than 25 pumpkin recipes, and includes a variety of autumn arts and crafts , including pumpkin soap, painted pumpkins, and more.

We have not reviewed this book, but were given permission to feature an activity from the book on page 4.

Check out your local bookstore for the book or call Storey Communications at 1-800-441-5700 to order. Price is $12.95.

Resource Catalog for Youth

Sunburst Communciations has a resource catalog featuring videos, games, and posters for school-age children which deal with issues of conflict resolution, self-esteem, self-management, drug education, and much more. Featured are videos aimed at "urban youth" that address violence, drugs, and sex education. Staff development resources for teachers, administrators, and counselors are also included. To request a catalog, call 1-800-431-1934.

Web Sites to Check Out

The following are websites that may have useful information for school-age caregivers, although we have not visited the sites:

Art Teacher on the Net: For art project ideas, scouting ideas, multicultural ideas, etc., and an free exchange of art ideas, go to:
< http://members.tripod.com/~art-workinparis/index-3.html>

Report on the Well-being of Children: From the Federal Interagency Forum on Child and Family Statistics comes a report called "America's Children: Key National Indicators of Well-Being," which offers 25 key indicators on critical aspects of children's lives. To access a copy of the report go to: <www.cdc.gov./nchswww-nchshome.htm>.

Volume XVIII #2 The Newsletter for School-Age Care Professionals October 1997

School-Age NOTES

ISSN0278-3126 © 1997 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

How Does SAC Rate in Your State?

The magazine *Working Mother* published its fifth annual survery of how child care rates in each state – included is infant, toddler, preschool, kindergarten, and school-age care in both center-based and family child care homes. It is a 17-page, comprehensive survey (the by-line has four authors) giving the kind of information people ask about other states, i.e. ratios, group size, training requirements, licensing inspections, and state investments. It also highlights special initiatives of each state, providing a wealth of ideas to consider.

Working Mother reports that last year's welfare reform package is driving much of the new state funding and initiatives as it moves women off welfare and into work. One such initiative in North Carolina is boosting both caregiver training and pay. The *Working Mother* article cites it this way:

"North Carolina continues to be a leader on this front, with its Teacher Education and Compensation Helps (T.E.A.C.H.) program. Caregivers who complete this training are rewarded with higher pay from the state–which helps keep better-trained caregivers in the field. Happily, the T.E.A.C.H. program is now being replicated in five other states (Colorado, Florida, Georgia, Illinois, and New York)."

Ratios are one of the more popular ways to roughly judge the quality of care in different states. The ratios as reported by *Working Mother* ranged from 1:10 (kudos to Connecticut and New York) to 1:26 (Texas) and 1:25 (Alabama, Delaware, Florida, Georgia, Louisiana, North Carolina, Tennessee, Wyoming). Honorable mentions go to Pennsylvania with 1:12 and Maine, Massachusetts, Nevada, Rhode Island, and Vermont with 1:13.

To be fair to Texas, which always gets mentioned in SAC literature as having the worst school-age ratio, the state was almost successful in lowering it. However, the Texas Licensed Child Care Association lobbied heavily against proposed standards that include improved ratios and the new rules have been delayed.

The following is what was reported on school-age care in seven states.

Arizona: "[Advocates] convinced reluctant lawmakers to pass a bill that requires all school-age programs to be licensed. Yet the legislature still refused to fund additional inspectors to oversee these programs. Without funds for new staff, the average inspector's job caseload jumps by a third–giving them each more than 100 programs to visit."

Delaware: "The state has also expanded care for school-age children. Over the past few years, more than 1,000 new slots have opened up across the state. Child care advocates have been working with the governor to encourage school districts to make their buildings available for more before- and after-school programs."

Hawaii: "The state already funds after-school care in ***every*** elementary school. It is one of the only states to develop a plan to guarantee care for every child who needs it."

New York: "Governor George Pataki recommended that child care aid be available only to parents with kids under the age of six. This proposal would

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More on SAC in Australia

School-Age NOTES editor Rich Scofield was in Australia speaking on SAC during September when this issue went to press. As a prelude to his return and reports of his trip, the following is information about SAC in Australia. The quoted portions are from Before 9 After 3: A Handbook for Outside School Hours Care, *which is specific to SAC in Australia, although issues such as conducting needs surveys, philosophy of service, and staffing qualities are universal. For more information on this book and other Australian early childhood education and children's books contact: The Book Garden, P.O. Box 229, Castle Hill, NSW 2154, Australia.*

While the U.S. has 50 states plus territories deciding on child care and school-age issues, Australia has only six states plus territories. Australia has struggled with many of the same issues as in the U.S., even the definitions of the services. "Each state or territory tends to use a variety of terms to describe outside school hours care services, their clients and staff."

There is OOSH – Out Of School Hours Services, OSHC – Outside School Hours Care, and School-Age Care Services. (The term "services" is used rather than "centers" or "programs.")

"In Australia both state and federal

(Continued on page 2)

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Getting School-Agers' Attention

by Bill Michaelis, Ph.D and John O'Connell

As a play leader, knowing attention getters is important. Using a variety of techniques and rituals, we can playfully focus school-agers' attention and concentrate their collective play energy. Attention getting techniques also help us make our explanations, safety discussions, etc. more relaxed and less pushed. When we have the children "with us" there's little need to "muscle" our leadership by yelling, using a bullhorn, or blowing an "Acme Thunderer" whistle. Focusing techniques can also be a wonderful form of 'microplay' (the play within the play) and they save your voice so you don't talk like "The Godfather" at the end of the day. Develop your own signals.

Some Cheap Tricks for Attention-Getting

- Use "huggles" (combination of huddle and hug). Bring the kids close together and be in a position to be seen and heard. (Sit them all down if you need to.)
- Use the "Freeze and Melt" technique. (This is especially good with little kids.) Have the children practice wiggling and freezing various isolated body parts leading up to their whole self including their voice. Then have them melt and sit down. Use Merlin-like wands or gestures.
- Throw a red hanky into the air and have the school-agers clap and yell when it's in the air and be silent when it hits the ground. A variation of this is when you have your arms wide open people clap loudly and when your hands are together they are silent.
- Whisper and ask the children to come close enough so they can hear you.
- Use a penny whistle, a kazoo, a horn, or a mouth siren. Let the children know that this is a focusing signal.
- Use the "DA DA DA DAT — DAT DAT" call and response technique. Whenever you say the first part, they clap, stomp, and say "DAT DAT" and are then silent. Continue this a couple of times and you've got them.
- Develop your own rituals, i.e. "When the hand goes up, the mouth goes shut, the ears are open." Or a silent signal like the Girl Scout sign. Keep it light and playful.
- Have the kids raise both their arms while breathing in and then bring their arms down collectively while saying "Ssssh...(and we're silent when the arms are down.)
- Have the school-agers put their fingers in their ears or hands over their ears. It's amazing that when they can't hear each other they stop talking!
- Have the kids hold up all five fingers of one hand and collectively count down 5-4-3-2-1 (when we get to 1 we are silent).

There are a million focusing ideas. Use your imagination and find some that work for you.

If you're a person who has to have a whistle, clipboard, megaphone, and a striped shirt to prove you're the authority, then generally you're not relying on your natural playfulness, enthusiasm, energy, and personal power to get a game going. Remember play is a communication system. Everything you do and say gives people a message or rapport and the spirit of play, *or it doesn't*. HAVE FUN!

The preceding material comes from New Games Play Leaders Handbook *by Bill Michaelis and John O'Connell.*

John O'Connell is with Interplay Network.

Bill Michaelis is a professor of Recreation and Leisure Studies at San Francisco State University and Director of Children Together, *an international play event and leadership training organization. For more information on this book or other materials by Michaelis or for information about Children Together or workshops and trainings by Michaelis, call 415-338-7576 or write to 338 Reichling Ave., Pacifica, CA 94044.*

Australia SAC...

(Continued from front page)

governments have become increasingly involved in the provision of a range of child care services designed to cater for the needs of children aged birth to twelve years (0 to 12) and their families.

"Under a policy known as the National Child Care Strategy, Outside School Hours Care (OSHC) has been specifically targeted for expansion. It is, therefore, a challenging and rapidly growing field, yet one for which there is currently no legislation governing procedures or practice.

"In the 1990s some state government departments and peak OSHC organisations have developed a Voluntary Code of Conduct. National standards for OSHC have also been developed, however, ironically, decisions on how the standards are to be implemented, or indeed if they are to be implemented, is to be left to the individual state or territorial governments."

In 1995 NOSHA (National Out of School Hours Services Association) officially opened its doors in the territory where Canberra, Australia's national capital, is located. The national group makes sure OSHC services is on the agenda of the federal government (sound familiar?). NOSHA also is involved with developing national standards and core competencies for school-age care.

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From 10 years ago...

"Halloween Hangover" and SAC

by Linda Sisson

Editor's Note: *This is a reprint from the Sept./Oct. 1987 issue of SAN, and was originally reprinted with permission from the Oct. 1986 Kids Club News as a parent's letter. The information is still good today, and may spark ideas for how other programs can deal with the sugary effects of holidays like Halloween on school-agers.*

My favorite time of the year is the autumn, and Halloween is one of my favorite holidays. The excitement of anticipating this day of socially-sanctioned fantasy and make-believe, the fun of discovering 15 ways (aesthetic and culinary) to use that wonderful vegetable, the pumpkin, and the exhilaration of autumn weather makes this holiday a time to savor.

Since I began working with young children 14 years ago, however, I have noticed a very sad side effect which I'll call the "Halloween hangover." All of the teachers of young children I know agree: children seem to be on an emotional rollercoaster after Halloween. The reason is not hard to guess. Researchers tell us that an elevated consumption of refined sugar plays havoc on children, both physically and emotionally.

Is this fair, that in the name of generosity and kindness to children, we make it possible for them to overdose on sucrose to the point where their behavior can only be described as "off the wall?" Isn't it like giving an alcoholic a quart of Jim Beam for Christmas?

Out of consideration for the children and the desire to preserve our own sanity, we have adopted a new policy at Kids Club: **We do not allow the consumption of candy here within two days of a holiday.** Parents are asked not to send any candy treats to share with their child's group at Halloween, or to pack candy in lunches before and after Halloween.

As a staff, we have begun to think of ways other than candy to show our affection for the children and to celebrate together. When the Wise Guys were brainstorming ideas for the Halloween party we're co-sponsoring with Edina Park and Recreation, the subject of candy for prizes came up and I announced that we would not have any candy at the party. There were many gasps of disbelief, long faces and a general chorus of "Awww!" around the table. But when the children asked why, I simply explained that when kids eat a lot of candy they get too much sugar in their blood and that isn't good for them. Once the children recognized that I was firm in my resolve and that I had sound reason on my side, they were able to shift gears immediately and could think of many non-candy prizes.

My hope is that many of you will adopt a similar stance...

- Throw out the Mars Bars in favor of delicious pumpkin bread;
- Forget the caramel covered apples in favor of an appled filled with peanut butter and raisins;
- Delight the trick-or-treaters at your house with creepy plastic spiders, sugarless gum, or balloons with a coin inside (for a double surprise when the balloon breaks!)

My hope also is that each and everyone of you will have a happy, healthy Halloween!

Linda Sisson was the director of Kids Club in Edina, Minn. when this article was written. She currently is the Executive Director of the National School-Age Care Alliance in Boston, Mass.

Did you know...

Kids Magazines

Excellent resources to keep in SAC programs are magazines for school-age children. Both *Time* magazine and *Sports Illustrated* have school-age editions of their magazines. *National Geographic* has a kid's version of their publication called *World*.

Sports Illustrated for Kids can be found on newsstands. Call the publishers' offices of *Time* and *National Geographic* to find out how you can order their children's editions.

State Ratings...

(Continued from front page)

obviously save New York state money–but it would be a blow to many working moms, and a big loss to school-age programs across this state."

Oklahoma: "School-age care got a modest boost: The state hired two consultants to work with local communities to develop before- and after-school programs. This is a baby step, but it deserves recognition."

Utah: "Utah officials are exploring ways to expand care for school-age kids. One interesting proposal: The state will offer $500,000 to communities willing to put up matching funds to create new slots for school-age care. Half the money would be for programs run by private caregivers. This is an interesting approach, since it uses both public and private resources to help kids."

West Virginia: "Thanks to the previous governor, Gaston Caperton, West Virginia had an extra $2 million to spend on child care this year–a sizable chunk for a small state. West Virginia used the money to add licensing staff, support a school-age summer care program and help fund the R&R expansion."

To find out more, you can get back issues of the July/August 1997 issue of Working Mother *by calling 212-445-6169 and asking for Helen Press.*

Write On!

November 1 is Author's Day. Allow each child or small group to add a sentence or two to "Once upon a time...". Try for a little continuity. Write it all down. Make a giant book cover using poster board and be sure to include all the authors' names. Read the story aloud and display the big book proudly. All it takes to be an author is to write the story.

Presto Chango

Read a poem from Robert Louis Stevenson's *A Child's Garden of Verses* to celebrate his birthday on November 13. Show the video *Treasure Island*, based on his book of the same name. For a zanier activity, explain the story behind *Dr. Jekyll and Mr. Hyde*. Have each child make a paper bag "Mr. Hyde" mask, drink a potion (colored juice) and then change into the alter ego.

Feasts

Almost every culture has a harvest festival. Explore different ways the ancestors of children in your group might have celebrated what we call Thanksgiving. Make up a menu including family specialities from your student population. Or how about a vegetarian feast? What would the menu be with everyone's favorite vegetable? Make a bar graph showing which vegetable is the most popular with your group.

No-Bake Turkey

Use an apple for the turkey body. Insert toothpicks into one side. Place tiny marshmallows interspersed with raisins onto the toothpicks for fluffy feathers. Raisins on small pieces of toothpicks make eyes. Make leg holes with toothpicks and insert pretzel sticks. Inserta a sliver of carrot for a beak. Gobble it up.

Lick It

The third Monday in November celebrates National Stamp Collecting Week. Design handmade postage stamps complete with postage. Make yummy glue for your handmade stamps. Dissolve 1tsp. flavored gelatin in 2 tsps. of boiling water. Let the mixture cool for one minute. Using a swab or your finger, brush a thin coat on the back of your stamp. Let dry. The stamp will curl up, but will still work. Lick the back and apply to paper or other appropriate surface.

Amazing

Draw a long, rambling spiral chalk line on the sidewalk or cement area. Have the children walk the "tightrope." If they step off, they must start again. If indoors, use masking tape on the floor. The longer and more intricate, the better.

Teapot

The first guesser must leave the room while the group chooses a mystery word. The word "teapot" is then substituted for the mystery word. Ask the guesser to return. Each player gives the guesser a sentence using "teapot" instead of the mystery word, until the guesser figures it out. For example, if the word is "shoes," a sentence might be "My 'teapots' help me run fast," or "My mother says I may not wear my new 'teapots' to play in the mud." The sentences must give a hint, but you don't want it to be too easy.

Ice Painting

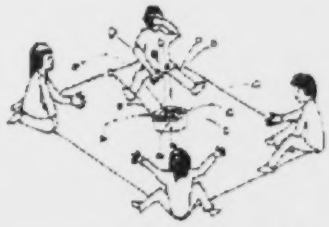
Make several batches of colored water using food coloring. Fill 4 or more ice cube trays 1/4 full with the different colors. Let freeze (in freezer or outside). Place several different colored cubes on white paper outside in the sun. Watch as the cubes melt and the colors swirl. Let the paper dry completely.

Ice Sculpture

Mix 4 T. Ivory soap flakes in 4 cups hot water. Let stand for three days. Mix in a large spoonful of sugar. Make a wand by bending a piece of wire into a fun shape leaving a long straight end for a handle. Be sure to "close" the shape so the bubble mixture covers the entire areas of the shape. Go outside on a windless, cold (32° or below) day, dip the bubble wand into the soap and gently blow a bubble. Try not to let the bubble break or float away. Tiny ice crystals should form over the surface of the bubble and turn it into an ice sculpture.

Edible "Snow"

Spread a clean double-sized (or larger) sheet on the floor. Place an electric skillet in the center of the sheet. Add 1/8" oil to the skillet and heat at 450° until the oil starts to smoke. Have the children stand at the edges of the sheet, holding it up in front of them at shoulder height. Have an adult pour 8 oz. of popping corn into the skillet. The flying popcorn is caught in the sheet, then collected, buttered and salted if desired, and eaten. A hot air popper can also be used. The popping effect will not be as dramatic, but safer for use with younger children.



(Recommended that children hold corners of sheet in front of their faces.)

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Mary Swain Landreth* of Orlando, Fla.

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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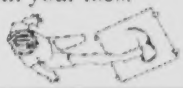
NOVEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
STAMPERS	How many different things can be used to create stamps? Make a poster with all you can think of, using cut apples, sponges, potatoes, erasers, blocks and tempera paint.	Using one of the stamping methods design a stamp celebrating something you do well: sports, cooking, art, etc. Display all the designs.	Draw your initials or a small design on a new pencil eraser with a ballpoint pen. Press the eraser on paper. Redraw the design on the eraser as it gets faint.	Use washable paint to make a fingerprint stamp. Can anyone else have one just like yours? How and why do we use fingerprints to identify people?	Brush a damp sponge with paint to use it as a stamp pad. Add more paint as needed.
THANKS	"Thank yous" come in many forms. Clapping for performers, saying "Thank you," giving gifts, or smiling, are just a few. Try 3 different ways this week and see what happens.	People who do things for us when we aren't around don't always get the thanks they deserve. Try leaving a thank you note for your custodian at the end of the day.	Do a good deed that no one will know about but you. (Straighten up without being asked, etc.) The thanks will be your knowing you did a kind thing.	Each person must give away a slip of paper with "Thanks" written on it as a thank you and receive someone else's by the end of the day.	Play "I packed my grandmother's trunk" using things each person is thankful for using each letter of the alphabet.
BODY LANGUAGE	What does "body language" mean? Let your body show when it's happy, mad, impatient, thirsty, tired.	Form each letter of the alphabet using your whole body.	Pass a beach ball from one player to the next using only your elbows. If it drops, pick it up only with your elbows.	Be "sensible." Carefully check out 3 different objects using your taste, touch, hearing, smell, and sight. Did you learn anything new about the object.?	Teach your body a new trick. Try writing with your opposite writing hand or picking things up with your toes. 
PLANE TALK	It's *International Aviation Month*. Using a world map or a globe, plan a plane trip around the world visiting everyone's dream vacation spot. How long would it take?	Make paper airplanes and stage an air show. Be sure to decorate the planes and serve peanuts - just like the airlines!	Release blown up, but unknotted, balloons. Whose goes the farthest? the craziest?	Divide into groups to draw the many types of flying machines: blimps, gliders, hot air balloons, jets, single engine, rockets, space shuttles. What makes them the same? different?	Draw a magnet along a needle for 15 seconds. Tape the needle to a broad flat cork. Float it in a saucer of water. The north pole of the needle will point north.
PIRATES	Draw your own pirate flag design on plain cloth with markers. Staple to a long stick and designate a place for your ship or desert island.	Roll up newspapers to make telescopes. Make and decorate newspaper hats.	Read aloud a story about an infamous pirate like Captain Kidd or Anne Bonny.	Use cloth scraps for eyepatches, neckerchiefs, or headbands. Get in character.	Cover wrapped hard candies in foil. Hide them, inside or out. Children go on a treasure hunt. After all are found, divvy up the "doubloons" equally.
NOW HEAR THIS	Arrange a dance party and demonstrate a line dance, a waltz, a polka, the twist, etc.	Make drums and tambourines (paper plates decorated and stapled together with dried beans inside) and parade around to music. Add kazoos for flavor.	Teach everyone an easy song with movements like "This Old Man" or "The Wheels on the Bus."	Make a microphone from a cardboard paper roll with a wad of crumpled paper or foil wrap in the end. Perfect for sing-alongs.	Invite a guest or parent musician to play for your groups. Teach proper listening skills and applause etiquette. Serve punch and cookies afterward.

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Coping With Violent & Abusive Children

Part 1 of a 2-part series

by Debra Mayer

The School-Age Support Committee (SASC) of the Manitoba Child Care Association is a network of school-age caregivers in Manitoba, Canada. The committee has a seat on the Board of Directors of the association, and has a multi-platformed mandate, including the responsibility to provide support to school-age centers and caregivers.

Caregivers [who have been hurt by children] may feel ashamed, isolated, and angry at the apparent lack of resources to the child, family, and caregivers.

Within that context, several years ago, the SASC became gradually aware of the apparent increased stress experienced by members who cared for 6-12-year-olds. Comments made at workshops and school-age resource meetings concerning verbal and physical assaults against caregivers were red-flagged. The committee determined to examine the incidence of violent behavior by children directed against their caregivers through a survey of members, to make sure these were not simply isolated incidents. The survey was distributed to school-age caregivers in centers and licensed family day care homes who were members of MCCA in September, 1995.

More Than Sore Shins & Hurt Feelings

The survey grouped "Abuse" into two categories: Physical Abuse consists of violence against SAC workers, their families, and/or property (e.g. hitting, kicking, slapping, broken car mirrors, flat tires, eggs, etc.) Emotional Abuse consists of the aftershock of physical abuse, insults, obscene gestures, verbal abuse, or abusive telephone calls, harassment, and the threat of physical violence to a worker or family member.

Researchers advise that adults who have been hurt by children often suffer from a "second injury" which in many cases is more devastating than the effects of the original behavior. Caregivers may feel ashamed, isolated, and angry at the apparent lack of resources to the child, family, and caregivers.

Based on the responses to the Manitoba survey, the MCCA determined that the following issues need to be addressed when dealing with violent children to minimize the risk of the second injury:

Whose fault? Caregivers may be asked what they did to provoke the assault, and feel blamed for the incident.

Child's Testimony: Children's statements may be taken at face value with little "cross-examination." Where the child's version is different from the adult's, the caregiver is expected to explain the difference.

Forgive & Forget: When a caregiver's version of an incident is upheld, excuses may be made for the child on the grounds that the child is not responsible for his or her actions. When the child is found to be clearly at fault, pressure may be placed upon the caregiver to forgive the child. The child may avoid consequences, the system escapes analysis, and an extra onus is placed on the adult to avoid future occurrences.

Loose Program Rules: Program rules are often written in non-specific language. If the adult attempts to enforce such loose rules, he can be accused of over reacting. If the adult does not, he can be blamed for poor discipline. Thus the weakness of the system may be blamed upon the caregiver.

Second Guessing: A SAC professional who is assaulted by a child is likely to be severely upset and might be blamed for the incident. Unrelated information from the adult's life may be used to brand him or her as unreliable.

Secrecy: The SAC professional may not discuss the incident while an investigation is ongoing. Afterward, discussion may be discouraged to protect the child's confidentiality. The abused caregiver may feel isolated from her colleagues.

Lack of Support: It may take up to a year for the assault victim to recover, yet few systems are in place to help caregivers with this trauma. Support from co-workers may be inadequate due to the secrecy surrounding the incident, and the fear of involvement.

Coming in November: Being prepared for the possibilities; what to do when a violent incident occurs.

Debra Mayer is the Communication Officer for the Manitoba Child Care Association.

Editor's Note: *The MCCA graciously provided* School-Age NOTES *with a copy of the survey concerning violence against caregivers that was distributed in Manitoba. Due to space limitations we were unable to publish the survey in the newsletter. If you would like a copy of the survey in order to determine whether SAC programs in your area are affected by these issues, send a stamped, self-addressed envelope with your request to* School-Age NOTES, P.O. Box 40205, Nashville TN 37204.

For more information on the Manitoba survey results, or for other programs sponsored by the MCCA, call them at 204-586-8587, ext. 6.

"[Hostile, belligerent children] have usually known much coercion, threats, reprisals, punishments, and impatience. They have been berated and confused. The treatment they have received modeled ways to coerce, threaten, punish, and berate others. These children develop such a poor self-image that they can only function in ways that help them live up to that image. They are literally starved for affection..."

— Clare Cherry

from *Please Don't Sit On the Kids*

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Pilot Standards Out-of-Print

Revised Standards Expected in Early 1998

The *Pilot Standards For Quality School-Age Child Care*, published last year by the National School-Age Care Alliance is currently out-of-print and will not be available until revisions based on the first year of the pilot projects are incorporated in the text. The revision is expected in early 1998.

Meanwhile, a useful guide for looking at quality issues in school-age care can be found in *Standards for Quality School-Age Child Care*, published by the National Association of Elementary School Principals. This book is available from School-Age NOTES for $19.95 ($17.95 for subscribers) plus $3.50 S&H.

Correction

Our August, 1997 newsletter had an article on page 7 titled "Latest on Campfire Songs," in which we reported how the American Camping Association (ACA) and ASCAP, the licensing agency for copywrited songs had reached an agreement for payment of royalties on songs sung in camps.

Our wording in the article was unclear and implied that every camp has to pay $1 per year for the next five years to ASCAP to have permission to sing songs protected by the agency. The ACA has asked us to clarify that this applies only to **ACA-accredited camps.** Camps not accredited by the ACA are not represented in this agreement.

School-Age NOTES is happy to correct this error, and apologizes for any confusion or inconvenience the error may have caused.

August Computer 'Glitch' Alert

After the August issue of SAN was mailed, we determined that a database error deleted from the August mailing the names of anyone who either newly subscribed, renewed a subscription, or changed their address *after* May 27.

We think the problem only affected 200 U.S. subscribers, and the problem has been corrected, but if you did not receive your August issue and think you are one of those 200, please call our office at 1-800-410-8780 to request your copy.

Toll-free Number Now Available

School-Age Notes now has a toll-free number for ordering resources, renewing subscriptions, and customer service. That number is 1-800-410-8780. The line will be in operation from 9 a.m. to 4 p.m. CST, Mondays through Fridays only.

In order to provide toll-free services and continue to give subscriber discounts on resources, the newsletter will now be mailed to U.S. addresses at the new postal category "standard mail" which replaces "bulk" and a change from mailing first class.

" To herd children for mere safekeeping without concern for their emotional and intellectual needs makes them dull in thought and feeling." — Albert Einstein

SAC CONFERENCES

VIRGINIA Oct. 24-25, 1997 **New Listing**
4th Annual VA SACC Conference, Richmond
Contact: Bobbie Hart, 757-363-2293

MICHIGAN October 28, 1997
10th Annual Michigan SACC Conference, Warren
Contact: Sue Javid, 810-228-3480

COLORADO Nov. 8, 1997
7th Annual CAQSAP SAC Fall Conference, Denver
Contact: Deb Kulcsar, 303-499-1125, ext. 224

MAINE Nov. 8, 1997
4th Annual Maine SACA Conference, S. Portland
Contact: Lori Freid-Davis, 207-780-4205

CANADA Nov. 14-15, 1997
SACC of British Columbia Conference, Vancouver
Contact: Janine Dyck, 604-739-3099

MASSACHUSETTS Nov. 20-21, 1997
New England Kindergarten Conference Serving PreK-Grade 3 Programs, **School-Age Track,** Randolph, **Contact:** Marta Gredler, 617-349-8922

NORTH CAROLINA Nov. 21-22, 1997
8th Annual NCSACC Conference, Winston-Salem
Contact: Jennifer Tennant, 919-967-8211, ext. 263, or 919-929-8725

GEORGIA February 20-21, 1998
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

NSACA April 30-May 2, 1998
10th Annual National School-Age Care Alliance Conference, Seattle, **Contact:** School's Out Consortium (206)461-3602

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

1997 CWLA Stat Book Available

The Child Welfare League of America has issued its 1997 edition of *Child Abuse and Neglect: A Look at the States*. The book contains the most recent data on vulnerable children and families in the child welfare system, including previously unknown extensive details on needy children. It has been expanded to include such specifics as the race, ethnicity, gender, and ages of abused and neglected children, and documents differences among states and trends across the U.S.

The cost of the book is $32.95. To order call CWLA at 1-800-407-6273 or 908-225-1900, from 9 a.m.- 5 p.m. (EST).

You can also check out the CWLA website at <http://www.cwla.org>.

Science Odyssey

PBS will begin airing a new science series in January, 1998 called "A Science Odyssey," five two-hour programs focusing on technology, physics and astronomy, earth and life sciences, medicine, and human behavior. The first program is scheduled to air January 11 (check your local listings).

The program offers a wide range of resources for use inside and outside the classroom (and useful for school-age programs) including:

- **FREE Teacher's Guide** with hands-on activities and a poster of science breakthroughs since 1900. Designed for middle and high school science and social studies classes.
- **Website** with valuable resources, activities and series information (including the full text of the teacher's guide) plus an interactive science demonstration called "Life Beyond Earth," and an activity program for 11-14 year olds called "Sending Messages." The website will be available December 1997. The address is <http://www.pbs.org>.

To order the teacher's guide call 617-492-2777, ext. 3848, or email <Thelma_Medina@wgbh.org> or write to A Science Odyssey Guide, WGBH, Educational Print and Outreach, 125 Western Ave., Boston, MA. 02134.

Backyard Birds

The National Bird-Feeding Society has a kit for use in schools or school-age programs called "Learning about our Backyard Birds." The multi-faceted package has a variety of activities that can accompany learning about the birds natural to your area, including identification, feeding, etc.

Cost of the kit is $10. For a brochure with more information, send an SASE to the National Bird-Feeding Society, P.O. box 23, Northbrook, IL 60065-0023.

Volume XVIII #3 The Newsletter for School-Age Care Professionals November 1997

School-Age NOTES

ISSN0278-3126 © 1997 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

All Aboard for SAC Fun

photo by Rich Scofield

A converted railroad dining car provides unique "dediated space" for an Australian Out of School Hours (OOSH) service.

Australian SAC Tackles Space Shortage

by Rich Scofield

Rich Scofield, editor/publisher of School-Age Notes, has just returned from a trip to Australia to provide SAC training and as an invited speaker at the triennial Australian Early Childhood Association National Conference in Melbourne. The following are some of his observations.

Visiting Australian school-age programs and talking with providers supported my view that the school-age care community, whether in the U.S., Canada, or Australia is much more similar than different. Australian OOSH Services (Out of School Hours) face similar issues around lack of recognition and respect, shared space, difficulty finding staff, and not over programming children.

Lack of dedicated space drove one program to become highly creative. The program in Gosford, about an hour north of Sydney, bought an old railroad dining car for $3,000 in 1993 and got a grant to have 14 unemployed, skilled laborers work for six months re-doing and adding on to both ends of the dining car, including restrooms. And thus was born the Gosford Train Carriage Project.

Gosford Extended Hours is one of several sites run by the Peninsula Community Centre which was one of the original OOSH services. Located on a school site, it has full use of the school playgrounds and covered areas. It serves 80 school-agers in the afternoon and 27 in the morning. Because Gosford has become a commuter community, its morning program opens from 6:30 to 9 a.m. and its afternoon program runs until 6:30 p.m.

(See additional photos on page 2)

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Westward Ho to Seattle

Emphasis on Diversity and Youth

"Courage to Explore: Pioneering Partnerships for Children and Youth" is the theme for the 10th Annual Conference of the National School-Age Care Alliance in Seattle at the Washington State Convention and Trade Center April 30 - May 2, 1998. This 3-day event is designed for professionals who provide a wide range of programs for children and youth between the ages of 5-14 before school, after school, and during holidays and summer.

Planned are over 120 workshops, tours to a diverse range of out-of-school time programs, thought-provoking keynote speakers, exhibits, fun events, and networking opportunities.

There will be no cap on registration. An early bird registration postcard has been mailed to NSACA members and the preliminary program and registration form will be sent in January. Registration for NSACA members is $140.

The downtown location is close to the waterfront and its markets as well as sightseeing places including the Aquarium. There are many half day and fullday tours of the harbor and islands available.

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A Unique Australian SAC Program...

photo by Rich Scofield

Dining car seats and tables are perfect for snack and games area and the windows give kids a view outside.

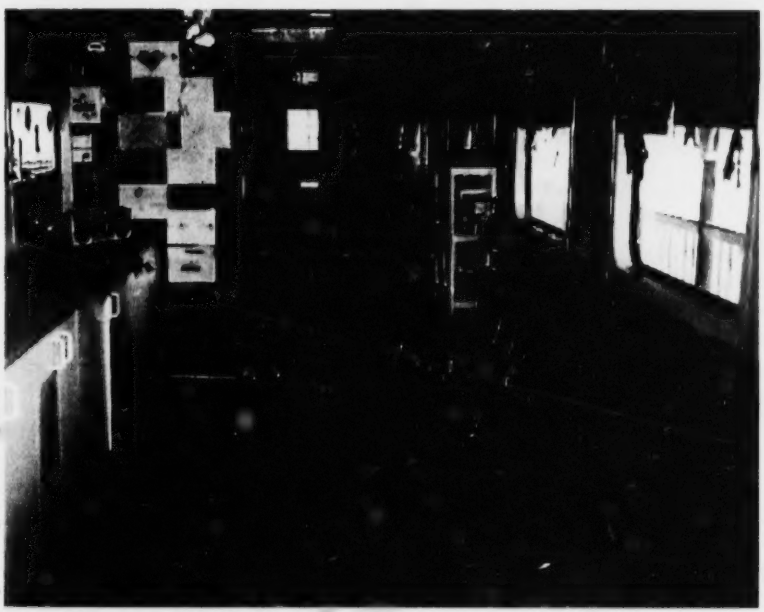

photo by Rich Scofield

The kitchen area obviously fits well in a dining car and an additional area for office space was added to the end of the car.

Opportunity and Perseverance

Jenny Phillips, the director of the Peninsula Community Centre, knew that her program needed its own space. When she learned about the dismantling of the old railway cars, she immediately envisioned them as after school space. Part of it is keeping your eyes open for opportunities, and the other part is perseverance. Jenny had to make many, many phone calls and negotiate many obstacles to obtain the dining car, have it transported 60 miles, and then have it renovated.

Letters

Safety Concerns in Arts & Crafts

Dear Rich,

In reference to the article in the November Activities section (Oct. 1997 issue), the Ice Sculpture idea called for Ivory soap flakes. Proctor and Gamble no longer makes *Ivory soap flakes*, and **does not** recommend *Ivory detergent* (the box looks the same as the old soap flakes) as a substitute. While I don't know whether substituting liquid soap would work in this recipe (it's not cold enough to try it), I would encourage the author to try another formula.

You know how much of an arts & crafts fanatic I am. After an incident a year ago, I have become more and more aware of potential "art hazards" – in particular, around substituting materials. I have learned that even my "common sense" isn't always engaged. I have enclosed an article I wrote for our newsletter last Fall.

In the project referenced in my article, Proctor and Gamble suggested I grate up some Ivory bar soap. For my project it didn't make sense to grate soap to make soap, but it may be the perfect alternative for the Ice Sculpture recipe.

I'm also concerned about hot oil, electric fry pans on the floor, sheets, and children in the "Edible Snow" project.

Diane Barber, Project Director
Southeastern PA SACC Project
Diane is also the national treasurer for NSACA. Her article on Art Hazards *will appear in next month's issue of* **SAN**.

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Coping With Violent & Abusive Children

Part 2 of a 2-part series

by Debra Mayer

In the October issue of SAN we published the first part of this two part series concerning the results of a survey taken by caregivers in Manitoba, Canada. The School-Age Support Committee of the Manitoba Child Care Association had gradually become aware of an apparent increase of incidents in which school-agers had physcially attacked caregivers. This second part looks at being prepared for the possibilities, and what to do after a violent episode occurs.

Preventative Actions

These kinds of aggressive incidents may not be the norm at your program. Yet it may still be in the best interests of your staff and children to develop proactive policies now to help avoid such situations. If an incident does occur, you will know what to do afterwards.

Learn to differentiate between situations where the child-first philosophy is used to advance the welfare of children from those where it is used to hide inefficiencies in the system.

- Develop written action plans to cover situations that could become serious. Use specific language clearly understood by all. Consider a buddy system, a way to alert the Director, and ratio enrichment with volunteers or other paid staff.
- At your next staff meeting, organize a "workshop" during which your procedures and polices can be examined and discussed. It's much better to develop these kinds of concrete supports before violent behaviors escalate and emotions run high.
- Develop an "Alert" plan for children with known behavior problems. You may need to consult with other professionals involved with the child and respect confidentiality. Discuss the potential for violence with all staff, not only to support those who have been hurt by a child, but to prepare others for the potential.
- Provide emotional support to SAC professionals who have been abused by a child. Do not be judgmental. Learn to differentiate between situations where the child-first philosophy is used to advance the welfare of children from those where it is used to hide inefficiencies in the system.
- Talk about the skills required by SAC professionals. Review what you know about behavior management, and the social factors at play in the lives of violent children. Identify local community resources which you might need to call on if the need should arise. For example, your protocol may include the names and phone numbers of counselors who teach about crisis intervention, those who help victims of crime, and your center lawyer for help with legal matters rising out of an incident.

After an Incident

Check your local regulations, which may define the procedure for documentation of serious incidents. You may need to document exactly what happened, and report this in writing to your Director, Board of Directors, or sponsoring agency, and licensing authority. The victim of an abusive incident should not obtain statements from witnesses. If the victim is under severe emotional stress, she should delay making a verbal statement. Include all facts, and avoid opinions or assumptions. Make reports to your director about children who threaten or who appear to have the potential to cause harm. Should a serious incident occur, request that counseling be made available to all staff in the program.

Children [who witness violent incidents against caregivers] may feel that SAC professionals cannot protect them from bullying.

The Manitoba Child Care Association acknowledges that the vast majority of children enjoy their child care experiences and form solid relationships with their caregivers and peers. Only a small percentage of interactions between SAC professionals and children might be defined as "abusive." When such an incident occurs, it can be very frightening for other children to witness. They may feel that SAC professionals cannot protect them from bullying, when adults themselves are hurt by aggressive children. Staff morale can be significantly affected when violent incidents occur and people feel powerless to make changes. Take the time to discuss these issues now, and make the time to review policies and develop new protocols. You will be enhancing the quality of care all children receive in your school-age setting, and ensuring a safe place for SAC professionals to work.

Debra Mayer is the Communication Officer for the Manitoba Child Care Association.

Editor's Note: School-Age NOTES *has copies of the survey concerning violence against caregivers that was distributed in Manitoba. If you would like a copy of the survey in order to determine whether SAC programs in your area are affected by these issues, send a stamped, self-addressed envelope with your request to* School-Age NOTES, P.O. Box 40205, Nashville TN 37204 (U.S. only).

For more information on the Manitoba survey results, or for other programs sponsored by the MCCA, call them at 204-586-8587, ext. 6.

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Action Cartoon

Draw a cartoon character on the back page of a small note pad. Draw the same character on the previous page with a slight difference in how the character is positioned. Do the same on each preceding page, continuing to move the character's position. When completed, quickly flip the pages. See your cartoon character move!

Holiday Games

Memory Games

Christmas Tree Memory:

Look at a decorated Christmas tree. Have one person leave the room. Remove a few ornaments. Have the person return and guess which ornaments were removed. Give hints, if needed.

OR: Rearrange the decorations instead of removing them from the tree. Guess which have been rearranged.

Present memory:

Wrap an empty box as a present. Wrap the lid separately so it can be removed from the box.

Place items inside the gift box and close it. Ask the children to list the items that are in the box.

OR: Have one person leave the room. Remove an item. Have the person return and guess which object is missing.

Guessing Games

Christmas Stocking Guess:

Place objects in a cloth Christmas stocking. Let the children feel the objects and guess what items are in the stocking. Guess what the objects are by only feeling the outside of the stocking.

Present Guess:

Cut a circle in the side of a wrapped gift box. Place five objects inside the gift. Guess what the objects are by only shaking the gift (carefully so that the items do not spill out!). Let the children feel the objects and guess what the gift is.

Even More Games!

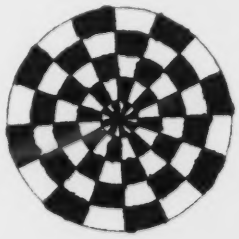
Fantasy Trip

On ten small cards write instructions about directions such as "Turn left at the next road," or "Go to the next state highway." On ten more cards write instructions about mileage such as "Drive 30 miles and stop for gas", "Car trouble, return to the previous town", or "Flat tire, stop in five miles." Mount a state or national map with mileage notations on cardboard, including the legend that shows what the map symbols represent.

Shuffle cards and place face down. Decide on a fantasy trip destination. Start from your town. Play cards and follow directions. Players may choose any road, unless instructed otherwise. When all cards are used, reshuffle.

Circular Checkers

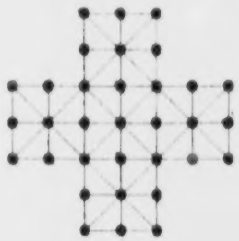
Draw a two inch circle in the center of a ten inch cardboard circle. Draw three larger circles evenly spaced between the small circle and the edge. Draw straight lines across the circle to form 16 pie wedges as shown. Color in the alternating spaces.



Using 12 checkers of each color, play like regular checkers except with no kings. All checkers can move forward and backward diagonally. Try to move all checkers into the "safety" of the inner circle.

33 Dot Solitaire

Draw a game board as shown:



Place 32 small game pieces on all dots except the center one. Jump any game piece over another, following the lines. Remove jumped pieces from the board. Continue until no more jumps can be made, trying to leave as few pieces on the board as possible.

Red & Black

On a cardboard tray from a case of sodas, trace a can to make 24 circles. Write a number in each circle from 1 to 24, in consecutive order. Use a deck of cards and red and black game pieces.

Shuffle cards and place face down. Start markers on the first circle. Players draw a card and if it is their color, move the designated number of spaces trying to reach the last circle. Playing cards 2 through 10: move that number of spaces forward. Face cards move backward: Jacks, 4 spaces; Queens, move 6 spaces; and Kings, move 8 spaces. If the other player's color is drawn, the player loses a turn. The first player to reach the circle numbered 24 wins.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Debora Phillips* of Lubbock, Texas.

43 Activity Ideas

The minimum number of Activity Ideas in this issue is 43.

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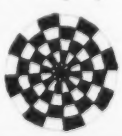
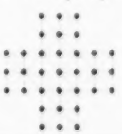
DECEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FAMOUS BIRTHDAYS	December 1, 1914 – Mary Martin's birthday. She was the first "Peter Pan." What were the names of Peter Pan's fairy, the head pirate, and the crocodile?	December 2, 1924 – Sabu's birthday. He was a child film star from India who starred in *Jungle Book*. What was the name of the main character in the story?	December 5, 1901 – Walt Disney's birthday. Mickey Mouse and Donald Duck were his creations, as was Disneyland and more. How many Disney movies can you name?	December 13, 1925- Birthday of Dick Van Dyke, an actor. He starred in the Disney movie, *Mary Poppins*. What was his character's name and job?	December 30, 1865- Birthday of Rudyard Kipling. He was the British author who wrote *The Jungle Book*. Name the different animals in the story.
WALT DISNEY WORLD	Play Disney charades. Act out a character in a Disney movie. Have your friends guess who you are.	On December 21, 1937, *Snow White* opened as the first full-length color animated film. See who can name all of the seven dwarfs.	Write a script for a Disney puppet play. Paint or draw a backdrop for the story on a roll of butcher paper.	Trace your hand to make 2 mitten shapes from construction paper. Tape, glue, or staple edges to make the mitten. Decorate like the Disney characters for the play.	Use a table turned on one side to form a stage. Hang the backdrop behind it. Act out the puppet play.
UP IN THE AIR	December 17 begins the shortest nine days of the year. What time will the sun rise and set each day during the week? How long is each day?	On December 17, 1903, Orville Wright flew the first successful airplane flight at Kitty Hawk, North Carolina. Draw a picture of what Orville saw from his plane.	Create an airplane from fast food containers, styrofoam piece, paper scraps, and other art supplies.	Tell or write a story about flying. It can be a true story or about an imaginary flight.	Make paper airplanes. Have a flying contest. Compare airplane design, type of paper, and size. Which flies straightest, longer, closest to the ground, or makes the most spins?
HOLIDAY HAPPENINGS	December 23, 1823, Clement Moore wrote his poem that begins "Twas the night before Christmas...". Write your own poem beginning with the same line.	Fool you friends by playing Christmas Memory Games (see page 4).	Make Rudolph the Red-nosed Reindeer from construction paper. Trace your hands for antlers. Make a large triangle face, red circle nose, and oval eyes.	Play a Christmas Guessing Game. (see page 4)	Create a Christmas picture. Dip lengths of tinsel in thinned tempera paint and brush on paper. Dip Christmas ornaments in paint and print on paper.
HOLIDAY RECOVERY	Blow up balloons. Tie them closely together on a long string. Add crepe paper or ribbon streamers between the balloons. Hang balloon sculptures from the ceiling.	Make an Action Cartoon (see page 4).	December 26th is *Whiner Day*, dedicated to everyone returning Christmas gifts and those who have to return to work. Celebrate by having a Whining Contest.	Create find-a-word puzzles. Write words on graph paper, one letter per box. Write backwards, vertically, and diagonally. Write extra letters in other boxes.	December 31st is your last chance to make resolutions before 1998! Make a list of resolutions for your school-age group.
ANTI-BOREDOM BOARD GAMES	Play Fantasy Trip using a map of your state or of the United States (see page 4).	Make a Circular Checkers board game (see page 4). Teach a friend to play. 	Learn to play 33 Dot Solitaire (see page 4). Teach another person to play. 	Make a Red and Black game board (see page. 4).	On December 30, 1935, the Parker Brothers were awarded a patent for their game, "Monopoly." Begin a Monopoly game and continue to play it for the next two weeks.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Proposed Funding for Rural & Inner City SAC

A new federal initiative may consist primarily of fostering school-age programs. The Dept. of Education (DoE) issued proposed plans for grants under the 21st Century Community Learning Centers Program.

Only rural and inner city public schools and consortia thereof can apply under authorizing legislation. As an "absolute priority," all programs would have to provide "activities to expand learning opportunities" to reduce violence and substance use.

DoE proposed that all programs "provide learning opportunities for students in a safe and drug-free environment." Example: Before-and-after-school tutoring. But programs would have to include an array of learning activities, such as homework help, enrichment classes, safety and drug education, recreation, music and art, and technology use—especially for children without access to computer and other equipment at home. While programs would have to serve children, they could opt to work with older people as well.

Applicants would get preference if they try to help children academically, such as offering reading, math, or science enrichment and helping children who are not achieving their academic potential. "Community learning centers can provide extended hours for students to learn and review basic concepts they may have missed during class, to delve deeper into a more challenging curriculum, or to participate in enjoyable hands-on activities and experiments."

Applicants would also get preference if they meet one of two proposed competitive priorities:

- Projects that propose to serve early adolescents and middle-school students.
- Projects designed to assist students to meet or exceed state and local standards in core academic subjects such as reading, mathematics, or science, as appropriate to the needs of the participating children.

Don't apply yet. DoE won't take applications until it finalizes priorities and Congress appropriates money. To get your name on a mailing list for applications, contact Annie Thompson, ph: 202-219-2198/.

For more information about "Community Learning Centers" and a glimpse at the initial efforts of this legislation, see the feature in the August 1997 issue of SAN. For more information on how the Dept. of Education envisions "community learning centers" call 1-800-USA-LEARN and ask for the guidebook *Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School*. It is available at the Dept. of Education website <www.ed.gov>.

Community Service Money Left Intact

Another year of funding for volunteer programs won approval. Congressional conferees agreed to keep the Corp. for National & Community Service (CNCS) alive another year with $425.5 million.

The funding includes $227 milion for AmeriCorps grants. CNCS could give $40 million directly to grantees, while state boards would give the rest. Another $70 million goes to educational awards for volunteers, including $5 million for scholarships for high school students engaged in community service. Another $43 million goes to Learn & Serve America, and $30 million for Quality & Innovation. The rest of the funding goes for administration, audits, innovation, etc.

The same appropriations bill covers the Dept. of Housing & Urban Development. It includes a $55 million Public & Assisted Housing Self-Sufficiency Program. Public housing authorities (including Indian organizations) and private organizations could get grants to provide support services such as school-age tuition to public housing residents and former residents. Beneficiaries could be working, seeking work, or participating in job training or education.

Reading Readiness Bandwagon Approaching?

Reading readiness may become the next bandwagon to jump on for federal support. Rep. Bill Goodling (R-PA), chairman of the House Education & the Workforce Committee, introduced the Reading Excellence Act (H.R. 2614), referred to his committee. The bill would authorize $260 million through FY2000 in grants to states for literacy programs. States would then pass most of the money to local schools.

Among eligible activities: Before-and-after-school tutoring for first through third graders. Grantees could spend up to 3% of funds on administration.

Endorsers Needed in S.E. for NSACA Pilot Accreditation

With a half million dollar grant from AT&T, GE Capital, and IBM (partners in the American Business Collaboration), the National School-Age Care Alliance (NSACA) and the North Carolina School-Age Care Coalition are piloting the NSACA accreditation system in North Carolina. The funding provides an opportunity to train 30 endorsers from the southeast for the accreditation system.

Endorsers are volunteers who receive two days of training and expenses to work in two-person teams to conduct endorsement visits and follow-up reports.

About 15-20 endorsers are needed from North Carolina and 10-15 from the other southeast region states: Virginia, South Carolina, Georgia, Florida, Alabama, Mississippi, Tennessee, and Kentucky.

Experience as a school-age practitioner and in observing and evaluating programs with a strong understanding of the NSACA Quality Standards are some of the qualifications to be an endorser.

If interested, submit three (3) copies of a letter of interest, current resume, and three professional references to:
Liz Joye, 1620 Meadowood Lane, Charlotte NC 28211. Phone 704-365-0530.

For those interested in becoming an endorser in other regions, send your name, etc. to: NSACA, 1137 Washington St., Boston MA 02124.

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15 Years Ago in SAC

Organizing SAC Workers Begins

Editor's Note: *This month the National School-Age Care Alliance (NSACA) celebrates is 10th anniversary. We found the following reports of the early stirrings of that organization in issues of SAN from 15 years ago. At that time there were scattered attempts to organize school-age care workers around the country. Today there are 35 state affiliates who are members of NSACA.*

School-Age Child Care Workers Get Organized

We have been hearing more about school-age child care workers organizing both to help themselves through support groups or networks and to become recognized as organized community groups through forming associations.

Jo Hopkins with the Champaign (IL) Park District reports they have formed a support group for adults that work with school-age children - SAGA (School-Age Group Association). They schedule meetings to discuss different topics related to after school care.

Marty Gravett of the YMCA in Richmond, VA reports school-age caregivers in her community have organized SACCWA (School-Age Child Care Workers Association). They offer membership and quarterly programs with topics such as "Providing Physical Activities in Small Spaces for School-Age Children" and "Dealing with the Difficult Child." Not only are they planning informative programs for people in the field, but they also are taking on the school system. They are developing a project to inform principals about the nature and availability of after school care.

We are pleased with the increased recognition of school-age child care as a separate field and as a solution to the problem of children without adult supervisions after school. However, we are dismayed at the increase in materials, programs, and articles about self-care skills for "latchkey" children. Our alarm over this is the implication that it is O.K. to leave children as young as 6-years-old home alone or to care for younger siblings as long as you have taught them what to do. In many states and cities it is against the law or at least a possible case of child neglect to leave children under the age of 12-years-old home alone or to care for younger children. Recently some communities have enforced these laws by fining parents of "latchkey" children.

(Sept./Oct., 1982 SAN)

Pre-Conference School-Age Session at NAEYC

Editor's Note: *This marked the first time the NAEYC national conference featured a pre-conference session devoted to school-age care.*

The 1982 Annual Conference of NAEYC (National Association for the Education of Young Children) November 11-14, 1982, features an all day pre-conference session planned for November 11. Topics include: Managing Surface Behaviors of School-Age Children; Five Year Olds are School-Agers Too; Specialized Workshops: A way of building competencies for older school-age children; What Does a School-Age Coordinator Do?; Child Development Courses for School-Age Child Care; Effective Program Planning for School-Age Leaders; Creating Linkages with Existing Community Agencies; Developing School-Age Licensing Standards; Administrative Structures that Work; Networking with a Purpose.

During the conference, school-age child care workshops will include; New ideas for developing creative programming and using homemade materials for school-age children in day care; School-Age Child Care; Conflict Resolution; "Don't forget me just because I turned five; Providing School-Age Child Care; Play:- The After -School Care Scene.

(July/Aug. 1982 SAN)

NBCDI Seeking Center Director

The National Black Child Development Institute(NCBDI) in Washington DC invites applications for the position of *Director* of a new *African American Early Childhood Resource Center.*

The Director will have administrative responsibility for the Center and will manage the design, development, and implementation of three new key programs the Center will launch.

A Ph.D in Child Development or Early Childhood Education is preferred; a Master's degree and strong work-related experience will be considered. Qualified candidates will have an established presence in the field and the ability to bring a network of resources to enhance the development of the Center. Salary is commensurate with experience. For more information about the position requirements or to send a resume, write to the National Black Child Development Institute, 1023 15th St., NW, Suite 600, Washington DC, 20005, or fax to (202)234-1738.

SAC CONFERENCES

CANADA Nov. 14-15, 1997
SACC of British Columbia Conference, Vancouver
Contact: Janine Dyck, 604-739-3099

MASSACHUSETTS Nov. 20-21, 1997
New England Kindergarten Conference Serving PreK-Grade 3 Programs. **School-Age Track.**
Randolph. **Contact:** Marta Gredler, 617-349-8922

NORTH CAROLINA Nov. 21-22, 1997
5th Annual NCSACC Conference, Winston-Salem
Contact: Jennifer Tennant, 919-967-8211, ext. 263, or 919-929-8725

GEORGIA February 20-21, 1998
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

MISSOURI Feb. 27-Mar. 1, 1998 **New Listing**
MOSAC Annual Conference, Kansas City
Contact: Vicki Stein, 816-348-1514

NSACA April 30-May 2, 1998
10th Annual National School-Age Care Alliance Conference, Seattle. **Contact:** School's Out Consortium (206)461-3602

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

Conferences

CDF National Conference

Plan to attend the Children's Defense Fund Annual National Conference March 25-28, 1998. This is the organization's 25th anniversary and the conference's theme is "Celebrating 25 Years of Standing for America's Children." The conference will be held at the Los Angeles Convention Center.

For more information call the CDF Conference Hotline at 202-662-3684, or check their website at <http://www.childrensdefense.org>.

Youth-At-Risk

The 9th Annual Youth-At-Risk Conference will be held in Savannah, GA on March 1-3, 1998. Jonah Edelman will be the keynote speaker. Brochures will be mailed in December. For more information call Sybil Fickle at 912-681-5555.

YMCA Conference

The YMCA of the USA is holding its national child care conference on April 23-26, 1998 in Chicago. Titled "YMCA Child Care: We Build Strong Kids, Strong Families, and Strong Communities," the conference will feature more than 5 0 workshops and practicums, outstanding keynote speakers and exhibits and resources. Early registration deadline is February 27, 1998. For registration information contact Barbara Taylor, 312-269-1886.

Conflict Resolution In Schools Conferences

Educators for Social Responsibility (ESR) and the Illinois Institute for Dispute Resolution (IIDR) are co-sponsors of a winter conference on conflict resolution in the schools and the 6th Annual Summer Conference on the same subject.

The January conference will be held January 15-17, 1998 in San Diego, and the summer conference will be June 22-24, 1998 in Chicago. In both conferences participants will have an opportunity to choose from 3, 2, or 1 day seminars on specific subjects related to conflict resolution.

Registration deadline for the January conference in San Diego is December 15, so call either ESR at 617-492-1764, or IIDR at 217-384-4118 to request a conference brochure.

Web Sites

LA's BEST After School Enrichment Program in Los Angeles announces they have set up a website, launched in celebration of their 10th anniversary. To access the site go to <www.lasbest.org>.

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School-Age Issues Presented at White House Conference

Seligson Speaks to the President and First Lady

Editor's Note: *Congratulations are in order for Michelle Seligson, Executive Director of the National Institute on Out-of-School Time (formerly the SACC Project) at the Wellesley College Center for Research on Women, for her participation in a panel presentation that was part of the White House Child Care Conference held on October 23rd. The presentation is one of the rare occasions that child care issues specific to school-age children has received the undivided attention of the federal government, and in particular the President and Mrs. Clinton. The first lady has made child care issues a priority during the remaining time President Clinton is in office.*

School-Age NOTES *views this as a significant event for the entire SAC field and is pleased to present the full text of Seligson's speech.*

"President and Mrs. Clinton, I want to thank you both for the honor of asking me to participate in this conference. It is tremendously exciting to know that you are interested in this vital issue, and that you want to help.

"I first got involved in school-age child care more than 25 years ago when I needed after school care for my own children, Sally and Jon. I was lucky to connect with other parents and we started a parent co-op center with a small after school program. My experience starting a program, going on to help others in my town begin school-based programs, and hearing from schools and families around the country about their concerns, led me to establish the School-Age Child Care Project at the Center for Research on Women at Wellesley College. Foundations and other funders and colleagues have helped us over nearly 20 years conduct our research and apply it. We are now calling ourselves the National Institute on Out-of-School Time because we want to expand definitions of care to include older children—no self-respecting middle school kid wants to be thought of as being in child care!

"...What makes for healthy kids who feel good about themselves and others, and who are competent in school? ...caring relationships and constructive activities."

Where do children go after school? *Is this a problem? What do they do?*

"Many adults over the age of 30 remember out-of-school time as time to play with friends, explore the neighborhood, play records, ride bikes, and above all, eat! Someone's mother or relative was home but mostly kids entertained themselves. People remember feeling safe. Things are different now. Kids don't speak about feeling safe in their neighborhoods, or even at home. Twenty-five million children in America have working parents, many of whom work full-time once their kids reach school. Children spend less than 20% of their waking hours in school. Risks to health and even life are now common among young children. According to the National Center on Juvenile Justice, newly reported data from

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SACC Project Changes Name

Since 1979 the School-Age Child Care Project at the Wellesley College Center for Research on Women in Wellesley, Massachusetts has been forging the field of school-age care. The SACC Project has changed its name to the National Institute on Out-of-School Time (NIOST). Michelle Seligson, the Executive Director, told SAN, "We decided it was time to go for a broader definition of what both younger and older school-age kids need in their out-of-school time. It's not just about one form of service — school-age child care which is so associated with younger kids."

In 1979 the SACC Project name worked well but as funding dollars went to states there were suddenly many School-Age Child Care Projects. People in the field started referring to the SACC Project as the "Wellesley" SACC Project or just "Wellesley." Clearly "national" was needed in its name to designate its scope. The term "institute" reflects the research work done as well as development and training.

NIOST has several new publications. For information contact: National Institute on Out-of-School Time, Wellesley College Center for Research on Women, Wellesley MA 02181 (new area code 781) 283-2547.

White House...

(Continued from front page)

eight states on peak hours for violent juvenile crime show nearly half of crimes taking place between 2 p.m. and 11 p.m. A 1990 University of California study and other studies found unsupervised children are at significantly higher risk of truancy, stress, receiving poor grades, risk-taking behavior, and substance abuse.

"Children spend more of their out-of-school time watching television than any other single activity, and we know the impact of that on kids–kids read less, play less, and are more aggressive. On average, American children spend 40 hours a week watching television and playing video games, more hours than they spend in school, and children in low-income households are estimated to spend 50 percent more time watching television than their privileged peers. Our best estimates tell us at least 5 million children between 5 and 14 spend too much time on their own during a typical week.

What does research have to say about what makes for healthy kids who feel good about themselves and others, and who are competent in school? "The key studies point to two factors: caring relationships and constructive activities.

"An evaluation of after-school programs conducted by Deborah Vandell at the University of Wisconsin finds that the single most important factor is *the quality of children's interactions with the program staff*. Kids do better in school, are more self-assured—if they attend carefully planned but flexible programs where the primary work of the adults is caring about and for the kids. Jerome Bruner has written compellingly that what helps kids learn is the nature of their relationships, our capacity to listen and to hear their stories. We develop a sense of self not in a vacuum but in relation to others.

"Other studies have found how well a child gets along with other children to be a better predictor of adult adjustment than academic performance or classroom behavior (Hartup, Early Childhood Research Quarterly, 1990).

"Good after school programs respect the power of play as children's work..."

"Informal learning environments offer an opportunity to build good social relationships with other children, and the chance to try to learn something you don't know how to do–physical or artistic or intellectual–in a safe place where you don't pass or fail. Good after school programs make that possible, as do appropriate ratios of adult staff, who understand the age group, who are comfortable in a relaxed setting that is different from the regular school day, who use their unique talents and personalities and their capacity to engage the children. Good after school programs respect the power of play as children's work and [respect] the unique characteristics of an individual child. These are the fundamentals of quality.

How are communities dealing with this issue?

"Schools, churches, parks and recreation centers, youth-serving agencies, child care centers, and family day care homes—every community institution, including libraries and public housing and corporate headquarters, are potential sites and potential partners in this enterprise.

- Some states have enacted enabling legislation so schools can partner with community agencies; others have financed training and new programs.
- There has been generous funding from the American Business Collaboration that has helped to develop more programs and improve quality.
- A privately funded initiative of the Dewitt Wallace Readers Digest Fund, called M.O.S.T. (Making the Most of Out-of-School Time) focuses on three cities as logical locus for building and improving the supply of school-age care. In Chicago, a new partnership with the city's Park District is creating new school-age child care spaces for several thousand children; in Boston, Parents United for Child Care has leveraged hundreds of thousands of dollars from the private and public sector to support low-income families school-age child care; in Seattle anyone can go to a public library or 88 other community access points to log on free to the database and get information about 300 out-of-school time programs like art centers, sports and recreation, and tutorial services.

But there are some big problems.

- "This is not just about some working families needing after school child care. This is an issue that cuts across all income groups, including families preparing to enter the out-of-home work force. Every family that on this very day is managing the work and family and school and child care whirlwind knows what I mean. Yet some Americans are more in need of help with school-age child care than others. Some don't have the resources to pay for lessons, after school sports, academic programs, summer camps. Some kids don't get the same exposure to ideas, skills, positive relationships with adults and their peers.

"The National Before and After School Program Study clearly shows

(Continued on page 3)

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White House...

(Continued from page 2)

this discrepancy—83 percent of approximately 50,000 school-age child care programs depend on parent fees for their survival. Many families simply can't pay. We know very little about how immigrant and refugee families manage their children's out-of-school time.

- While there is widespread agreement on standards of quality and a new national accreditation system, quality is uneven at best.
- It is more and more difficult to recruit qualified school-age child care staff. Salaries are low and turnover is high, and people move on quickly to better paying work.
- Programs often pass along to parents the cost of having to lease school facilities and pay for custodial services. There is a huge transportation problem—who should pay to bus children from school to after school program? Parents? The school district?
- Some school boards have welcomed partnerships with community-based organizations, or are running their own programs; others resist them.
- Many families have even more trouble than others finding good care: families whose children have special needs, rural families, parents with middle school children–an under-served group that has some of the most pressing needs.

Conclusion

"We know what to do to solve some of these problems. There are three ways national leadership could help:

1. First, following up on this conference, keep the spotlight on this issue both inside and outside government.
2. Finance more school-age care for low and moderate income parents, regardless of their relationship to welfare. Good school-age care benefits society—the investment will pay off in terms of producing long-term benefits in children and especially as a prevention strategy.
3. Fund community level strategies to enable groups to work across institutions to collaborate on discovering and meeting local needs and expanding services to meet those needs. An official incentive encourages people to cross institutional lines, and funding is an additional incentive.

"Thank you."

Art Hazards – Teaching Safety

by Diane Barber

I remember helping my teacher mix handfuls of soap flakes and water with a hand turned egg beater until it turned into a fluffy, but spreadable substance. On black paper, we swirled the concoction to create our version of a winter wonderland or midnight blizzard. On other occasions we created three dimensional snowpeople by squeezing and molding the stuff.

I was looking for ideas for gifts school-agers could make, when I came across a recipe in my favorite craft book for *soap on a rope*. What a great gift I thought, as I remembered those memories of mixing soap flakes and molding them by hand.

I went to the grocery store and picked up a carton of Ivory Snow. When I opened the container, I noticed that it wasn't exactly soap flakes, but I added water and was able to get it to a consistency where it held together. Then I noticed the tiny blue dots. Something triggered my caution sensors as I turned the box over looking for a phone number for Proctor & Gamble.

I called the 800 number, and explained to the woman at the other end of the phone what I was doing. She understood immediately, and told me that the company no longer made soap flakes. They did not recommend using *detergent* as a substitute. She suggested I contact health food stores or craft stores for soap flakes. Unable to find what I needed, and unwilling to grate up bars of soap to make soap, I chose another project.

Reflecting on this incident, I thought about its implications beyond the soap flakes. Giving kids plastic knives to cut small dowels–if it will cut through wood, it will certainly cut through flesh. How many times have I used a knife to remove a screw? I believe they make special tools for that now–screwdrivers.

In our work with school-agers, we have the opportunity to introduce new art activities, processes, and materials. As adults, we can model respect for materials, tools, and processes by being aware of the safety issues surrounding these activities. We can teach school-agers how to use materials and tools safely. Sometimes a label of non-toxic, mild, or "safe for all delicates" isn't good enough.

Diane Barber is program director of the Southeastern School-Age Child Care Project, and is treasurer of the National School-Age Care Alliance. This article was reprinted with permission from the Fall, 1996 issue of SACC Partners.

Editor's Note: Although Procter & Gamble did not recommend using Ivory Snow detergent to replace flakes in these activities, upon further research we were able to find three recipes in Mary Ann Kohl's *Mudworks* which do specify Ivory Snow detergent or powder, not flakes, for recipes to make soap balls, or even for modeling clay. This would imply that you can get the same consistency needed for the project, especially a sculpture project, with detergent that you can with flakes. However, the bigger issue may be the effect of cleansing agents on children's (and adults') sensitive skin. Using caution and common sense may be called for, and since Mudworks has a variety of other ways to make modeling clay, it may be wiser to err on the side of caution and simply choose another clay recipe for your project.

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Alaska

Alaska became the 49th state on January 3, 1959. Celebrate Alaska's statehood with traditional Eskimo stories from the largest state in the union. Try the following books for good reading:

Eskimo Songs and Stories
by Edward Field

Arctic Memories
by Normee Ekoommiak

Tikta' Liktak: An Eskimo Legend
by James Houston

Nessa's Fish by Nancy Luenn

Alaska Relief Maps

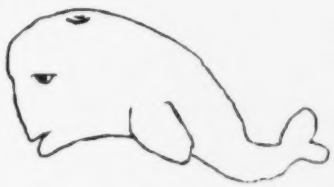
Using an encyclopedia or atlas, discuss areas in Alaska that are mountainous, flat or filled with water. Then let your school-agers create their own Alaskan Relief Maps.

Mix together 1 cup of flour and 1/2 cup of salt in a bowl. Add food coloring and stir. Slowly add 1/3 cup of water to the mixture until it forms a dough like substance. (You may want to make several different dough colors.) Using a dark marker, draw an outline of Alaska on heavy cardboard. Add a layer of one color dough for the land, and then build the mountain rangers, water areas, and other areas.

Soap Sculptures

Many Eskimos were skillful carvers of soapstone, bone, and ivory. Create your own soapstone by melting down finely chopped hand soap in water over low heat (proportions based on 4 T. of soap to 3 T. of water). For color, stir in finely chopped or grated crayon and stir until melted. Scrape mixture onto wax paper and cool (clean pan and spoon immediately before soap and wax from crayons harden!). Press mixture into stone shapes and let dry 1 or 2 days. Carve the soap stone with plastic knives or pumpkin carvers to create objects important to Eskimo culture, such as a seal, whale, polar bear, walrus, etc. **NOTE:** This activity is better for older school-agers who can use cutting tools more safely.

(Recipe for soap stone from Mudworks *by Mary Ann Kohl)*



Australia

Australia is known as the land "Down Under" and it is the smallest continent in the world. On January 26, 1788, Australia was settled by the British as a prison colony. Now Australia is known for its exotic animals and popular tourist spots. Survey your children to see if anyone has vacationed in Australia. Contact your local travel agency and library for information on Australia.

Most children think of kangaroos when they think of Australia. Plan a lunch or snack treat serving pita bread pockets in honor of the marsupial's pockets. Here's a simple recipe for sandwiches that please:

16 pita bread rounds, cut in half
3- 6 1/2 oz. cans of tuna
1 cup of mayonnaise
6 Tbsps. of relish
dash of salt
2 hard boiled eggs
2 stalks of chopped celery

Combine all ingredients and fill the pita halves - serves 32.

For the finicky eaters, try spreading peanut butter on one inside of the pita and jelly on the other. What other ideas for pita fillers do your school-agers have?

Beating the Winter Blahs...

If you have snow accumulation in your neck of the woods, try some of the following activities:

You wil need: clean snow, plastic containers or plates, a bucket for snow, mittens, small containers, colorful fabric for trim, buttons, raisins, etc.

Bring a bucket of clean snow inside. Have each child put on mittens or gloves, and build snow people in the plastic container or on the plate. Decorate with a strip of fabric for a scarf, and add eyes and a nose.

For variations, create other snow creatures or spray paint the snow. If you're *really* sure of the cleanliness of the snow, add vanilla and sugar before modeling to make these edible snow sculptures. (But don't spray paint them if you want to eat them!)

If you don't have snow where you live, create "clean snow" by grating up bars of Ivory Soap. The gratings are easy to mold into shapes.

(from Mudworks *by Mary Ann Kohl)*

Pooh Sticks

To commemorate the January birthday of A.A. Milne, creator of *Winnie-the-Pooh*, play a game of "Pooh Sticks" at a local creek or river that can be crossed by a footbridge.

Children find small sticks or pine cones that will float. At one side of the bridge (on the upstream side of the stream) the children throw their sticks in at the same time. Then they race to the other side to watch and see whose stick comes under the bridge first.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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JANUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
GREAT DAYS IN JANUARY	Happy New Year! In Japan people clean their houses. Dirt and dust from last year are considered bad luck. Now's a good time for a program clean-up. Everyone pitches in!	Louis Braille was born January 2, 1809. He created the Braille alphabet for the visually impaired. Close your eyes and see how many different sounds you hear. Write them down.	On January 7, 1929, *Tarzan* first appeared in comic strips. Make a list of jungle animals and survey the kids on their favorite. Report the results in the program newspaper. (See below)	January 18 is the birthday of A.A. Milne, creator of Winnie-the-Poo. Play a game of Pooh Sticks. (see page 4)	January is named after the Roman god - Janus. Make up new names for the months of the calendar. Who or what would you name them after?
MARTIN LUTHER KING, JR.	On January 15th we celebrate Martin Luther King Jr.'s birthday. Take the time to reflect on how Dr. King helped make the world a better place.	Trace your hand and on the little finger write the name of a person or group you want to help. On the next 3 fingers write how you can. Write your name on the thumb.	Every person is special. Trace an outline of each child on large sheet of paper. Hang on the wall. Each child writes one special thing about each other on their silhouettes.	When the silhouettes are filled with the special qualities of each person, have the children write a poem about their special qualitites. Post these around the room or make into a book.	Group students in groups of 3 or 4. Have each group rewrite King's "I Have a Dream" speech with what they dream for their school, their community, and the world.
BEN FRANKLIN	Ben Franklin was born on January 17, 1706. He was a self-educated author, scientis, and statesman. How did he become so learned without going to school?	Franklin started the first newspaper. Create a program newspaper. Let the kids publish school news, weather and sports reports, activities, and creative writing.	Franklin was also the first postmaster general in the U.S. Let the children create a commemorative stamp in honor of Franklin and his accomplishments.	Franklin's kite experiment discovered electricity. What all do we use electricity for today? Make a list, then think about how life would be without electricity.	Franklin organized the first library. Visit the library and note how the book categories are arranged. Plan a library. How would you place the books?
HOBBIES	January is National Hobby Month. Survey the kids to see who has a hobby. If possible, ask them to bring in part of their hobby to display for the program.	Some children may not have a hobby. Encourage them to find a hobby and help them get started. For example: stamps, rock collections, marbles, and many others	Organize a Hobby Fair. Invite people from outside the community with interesting hobbies to come in and display or demonstrate their hobbies.	Have the children create a hobby book. Catalog each item in their collection, draw pictures, or paste photos of their hobbies, write descriptions.	Have a Hobby Day. Invite each child to bring in their hobby or collection. Display them around the room and invite parents and teachers to come and see.
POPCORN	January 22nd is National Popcorn Day. To celebrate, try some of the following activities: String popcorn for decorations in your programs and to string outside for the birds.	Pop several big bowls of popcorn. On a piece of paper draw a large tree with lots of branches. Glue pieces of popcorn onto the ends of the branches for blossoms.	Find a popcorn popper that the children can watch the kernels as they sizzle and pop into different shapes. What makes the kernels pop? Why is each piece different?	As a movement activity have the children curl up into "kernels" and then "pop" into popcorn. Play some fun popping music as they pop and sizzle around the room.	For more information about popcorn and other activities write to: *The Popcorn Institute*, 401 N. Michigan Ave., Chicago IL 60611-4267.
EYES	January is *National Eye Care Month*. Sight is something we often take for granted. Invite a local optometrist into your program to conduct simple eye tests.	Many churches and other civic groups collect old glasses to reissue to those who can't affort glasses. Ask parents and families to bring their old glasses.	To help children develop empathy for the visually impaired, pair up children and blindfold one person. Let the partner lead the other around the program.	While children are still blindfolded have them perform simple tasks like making a sandwich, drawing a picture, tying their shoe, washing their hands, and other simple activities.	Ask the children to write stories or draw pictures of their experiences while blindfolded. Share with the group and parents.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

Prevention Money Underutilized by SAC

Are you hoping for expanded federal support for after school programs? You might not be taking advantage of one already available. Only 30% of eligible school districts are using funding from the Dept. of Education available under the Safe & Drug-Free Schools & Communities Act, according to a GAO study called *Safe & Drug-Free Schools: Balancing Accountability with State & Local Flexibility*.

Public schools get most of the $350 million from states. Out of 15 uses, school-age programs ranked ninth in frequency. Schools can use the funds for programs to prevent violence and drug use in and near schools. Though only two states didn't use any of the money last year for some school-age care, schools reported spending more on drug education, training teachers, special events, other student services, etc.

For a free copy of the 57-page report, request GAO/HEHS-98-3 from U.S. GAO, P.O. Box 6015, Gaithersburg MD 20884-6015, 202-512-6000, FAX: 301-258-4066, TDD: 301-413-0006.

A New Year of Initiatives?

Get ready for another national push for increased federal support next year. President Clinton has promised to unveil new child care initiatives in his State of the Union Address this coming January. Democrats in Congress have already introduced several measures with hundreds of millions of dollars for child care for future years. It's not clear how these programs, if enacted, would effect school-age programs.

But a forthcoming push by one federal agency clearly will. The Corp. for National & Community Service (CNCS) has already introduced several school-age initiatives. It is distributing a new 70-page guide called *Service as a Strategy in Out-of-School Time: A How-To Manual*. The book describes several programs that get youth involved in community activities outside school and encourages programs that turn school-agers into volunteers.

"After school time is an opportunity to engage youth in giving back to their communities. Quality after school programs ought to do this." – *Gary Kowalczyk*

"After school time is an opportunity to engage youth in giving back to their communities. Quality after school programs ought to do this," says Gary Kowalczyk, CNCS director of planning and program integration. "School-age children can do lots of service activities, including teaching younger children."

For a free copy, contact To Learn & Grow, CNCS, 1201 New York Ave. NW, Washington DC 20525, 202-606-5000, ext. 280.

CNCS also is hiring a contractor for about $350,000 as an Out-of-School Time training & technical assistance provider. The contractor will provide technical assistance to programs working on school-age community service. "If you are running an after school program in Boise, ID, and want to involve seniors in the program, call the provider, who can direct you to local senior organizations that might be interested in helping," Kowalczyk says. The contractor will also conduct training sessions and help implement at least 25 programs. The contract will last one year with several options.

Possible Reading Aid for SAC

Know children in need of reading assistance? Federal help may be on the way next year that would support after school reading enrichment programs. The House Committee on Education & the Workforce approved the Reading Excellence Act (H.R. 2614) which would provide $260 million/year in FYs 98-2000 for literacy programs. States (or consortia of states) would apply for the grants competitively. States would have to turn over 95% of the money to local schools or community groups. Among possible activities: after school tutoring or reading programs.

At press-time, the House was planning to consider the measure. Appropriations committees have agreed in principal to fund the program if authorized by Congress.

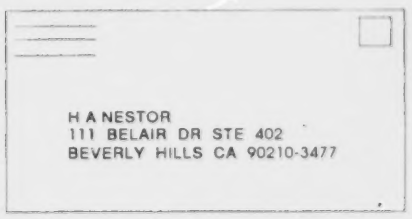
Faster Mail

Even Miss Manners is touting the new postal regulations on addressing business mail, and preferably even personal mail. In a recent column she addressed (pardon the pun) the issue when a reader wrote asking how to accommodate both postal regulations and previous etiquette rules about addressing mail.

The bottom line is that if you want to speed up mail delivery, you need to address your mail by postal regulations. The primary reason is that mail that can be read by optical character readers (OCR) will get there faster. In order to work, the addresses must be typed in all caps, no punctuation is preferred, with apartment or suite numbers on the same lines as street addresses, and for addresses needing two lines, the actual delivery address (where you want the piece delivered) must be the second of the two lines. There are a myriad of other rules; your local post office can help you if you have questions. You're also asked to not put other markings around the delivery part of the address that will interfere with the OCRs, and to leave enough space at the bottom of the envelope for a barcode to be sprayed on by the OCR.

Will your mail be delivered if it's not addressed by postal regulations, or is hand written? Of course. But mail pieces not addressed in the new fashion have to be handled separately, taking more time and delaying delivery.

Sample mail piece:



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Calling All U.S. and Canadian SAC Professionals

'98 NAEYC Toronto Proposals Due Jan. 24

School-age care professonals get your workshop-proposal-writing hats on and your winter coats ready for submitting your presentation proposals for the National Association for the Education of Young Children's (NAEYC) 1998 Conference in Toronton, Ontario, Canada. Proposals must be **postmarked no later than January 24th**.

This marks the first time this conference, which typically attracts 20,000 - 25,000 conferees, will be outside the U.S. It provides a wonderful opportunity for Canadian SAC professionals to share their expertise.

To have a strong school-age track, workshop proposals have to be submitted. NAEYC generally accepts a percentage of each subject area based on the number of presentations it can accept and the total number submitted.

For submission information and format criteria check the 1997 Anaheim NAEYC program, the November and January issues of *Young Children*, or call the conference department at 800-424-2460 or 202-232-8777.

Proposal Tips:

➢ In your workshop title, use a term that readily identifies it with school age care. Example: after school, school-agers, school-age child care, etc.

➢ Think about collaborating with someone else from another program or part of the country to add extra diversity and interest.

➢ Be specific in both your workshop title and your presentation. *Example:* "Providing Quality School-Age Care," try instead "Ten Ways to Provide Quality School-Age Care" and then in the workshop give specific examples for each way and ask participants for their suggestions.

➢ Avoid cutesy titles that don't explain what the workshop is about. *Example:* "Huckleberry Finn Meets the 21st Century After School," try instead "Inexpensive New Technology Programming Ideas for School-Age Programs Without a Computer."

➢ Pick one area of school-age care to discuss. *Examples:* summer program playground ideas...tips for new directors...working with a board of directors in SAC... developing policies for parents... finding good staff... in-service training... the difficult school-ager... preparing staff for the unexpected.

SAC CONFERENCES

CALIFORNIA January 31, 1998 **New Listing**
3rd Annual Redwood Region SAC Conference, Arcata. **Contact:** Brian Lovell, 707-826-1915

GEORGIA February 20-21, 1998
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

MISSOURI Feb. 27-Mar. 1, 1998
MOSAC 7th Annual Conference, Kansas City
Contact: Vicki Stein, 816-348-1514

TENNESSEE March 6-7, 1998 **New Listing**
TNSACA 9th Annual SAC Conference, Nashville
Contact: Lisa Beck, 615-259-3418

ILLINOIS March 20-21, 1998 **New Listing**
IL SACC Chicago M.O.S.T. SACC Staff Conference, Chicago. **Contact:** Julie Erichsen, 800-649-1766

NSACA April 30-May 2, 1998
10th Annual National School-Age Care Alliance Conference, Seattle. **Contact:** School's Out Consortium (206)461-3602

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

Congratulations to School's Out

The School's Out Consortium/YWCA in Seattle is celebrating 10 years of advocating for and working toward quality school-age care in Washington.

School's Out Consortium/YWCA is a community partnership dedicated to improving quality and promoting professionalism in after school care programs for children ages 5 to 14. The consortium began in 1987 with a grant from the City of Seattle and has continued growing through the years through collaboration with the YWCA of Seattle-King County-Snohomish County.

School's Out has spent its first 10 years coordinating resources, providing training and nurturing the development of a statewide comprehensive, quality care system.

Seattle is the site of the 1998 National School-Age Care Alliance conference which is jointly sponsored by School's Out Consortium and the Washington School-Age Care Association.

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RESOURCES

Kwanzaa

USPS Commemorates Kwanzaa

This year the U.S. Postal Service has a commemorative stamp celebrating Kwanzaa. But in addition to the stamp, a poster-sized version of the stamp is available in limited quantities at some post offices for $3. Check with your local post office.

Books Celebrating Kwanzaa

Two new books about Kwanzaa for middle readers (grades 3-5) will be available in November in local bookstores. *Kwanzaa: A Family Affair*, and *Have A Happy...*, both by Milldred Pitts Walter, celebrate these 7 special days and offers crafts and activities ideas to make the holiday exciting and fun. ***(NOTE:** SAN has not reviewed these books.)*

Save the Children® Annual National Conference

The Save the Children® Child Care Support Center will be hosting its 21st annual Save the Children National Family Child Care Conference in Atlanta on April 16-19, 1998.

The conference theme is "Learning is a journey, with many tracks to travel," with a focus on multiple strategies for educating adults and children in the family child care field.

For more information call the Conference Office at 404-479-4166, or write to Save the Children Child Care Support Center, 1447 Peachtree St., NE, Suite 700, Atlanta GA 30309-3030.

Websites

MayaQuest Interactive Expedition is a history/social studies project which links school-age kids with an expedition bicycling through Central America beginning March 9, 1998. The core online program is free to everyone at <www.mecc.com/MayaQuest.html>.

For more information about the spring project e-mail <earthtreks@userinternet.com> or write to MayaQuest, 529 S. 7th St., Suite 507, Minneapolis, MN 55415.

Other School-Age Websites:

Check out the new website for the National School-Age Care Alliance at <www.nsaca.org>. And the Seattle MOST (Making the Most of Out-of-School Time) homepage is <www.ci.seattle.wa.us/~most>.

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Planning Summer – Voices from the Field

by Rich Scofield

January is a time that directors start looking at what their summer program might be like and begin some of their planning. This is a good time to hear from others on how they start their summer planning. *SAN* interviewed Joan Walker, director of the Percy Priest Extended Day Program in Nashville, TN for the past 10 years. She shared how her program views the overall planning and the planning of each day.

It is impossible to run the program and plan it at the same time.

— Joan Walker

The Percy Priest program is parent-run and housed in an elementary school with its own dedicated space and access to other space in the school such as the gym and library. The school-year program has 84 children with a 1:12 adult-child ratio but the summer program has 30 children K-4th grade enrolled full-time with part-time/drop-ins bringing the per day total to 35-40. Five staff during the main part of the day means a 1:7-8 adult-child ratio. Field trips are 15-20 children, 3 staff and 1 van and 1 car. Two staff stay behind with the drop-ins. A "just-scrape-by" budget with 5 staff and 30 children is cushioned by income from the drop-ins. One program we spoke to had 120 children during the school year but scaled down to 60 in summer based on the number of children that would fit on a school bus.

What is a summer day?

One of the factors that needs to be accounted for in planning for summer is the difference in structure, time, and feeling of a summer day. It is a long day for both children and staff. Joan plans for three major "chunks" of time in the summer day: a 2-hour block in the morning before lunch, a 2-hour block in the early afternoon, and a block that is equivalent to a regular afternoon in the program which often can't use extended projects because of the varying pick-up times.

7a.m.-9:30 am: arrival time and program set-up (making sure all materials are ready and children have everything they need, particularly for field trips and swimming.) Children arrive often still sleepy and choose self-directed activities. Staff interact with the children but there are no planned adult-led activities.

9:30-11:30: snack, activity, project, guest speaker, field trip, or swimming

11:30-1:00: getting ready for and having lunch and rest time

1-3 pm: activity, project, guest speaker, or field trip

3-3:30: snack

3:30-6:00: activities and choices similar to regular afternoon during the school year

The planning of the large blocks of time includes not only the field trips but the themes and extended activities and long-term projects. It is all done before summer begins. Joan told us she finds it impossible to run the program and plan it at the same time.

Time for planning

Planning begins with Joan as director sitting down with the board of directors (her parents) and setting dates of operation, developing a budget, and setting fees. Setting dates is often compounded by the school district not announcing the summer closing and fall opening days of school far enough ahead.

Joan gives staff direction on planning such as finding groups of things to do around specific themes or activities e.g. cooking. During the spring she gives time to her staff to plan and gives them articles and books to get ideas. Staff use down times such as student study time (in a separate room) or daily prep time, one hour before children arrive, to gather ideas. Kids are queried about their ideas and suggestions often using a scrapbook from the previous summer to spark ideas.

Planning includes watching what fads, trends, movies, world events (Olympics, elections) the kids are interested in to develop themes. The hobbies and interests of staff and parents are also used as theme ideas. Thus, summer planning becomes an inclusive event involving all connected to the program which helps everyone become invested in its success.

(See page 2 for Joan Walker's planning time line for summer, plus more on summer programs.)

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Planning Time Line

The following summer program planning time line was developed by Joan Walker for use in her workshops on summer programming.

February

- ❑ establish dates of operation
- ❑ prepare budget based on projected enrollment and fees
- ❑ prepare registration forms and establish enrollment procedures

March

- ❑ begin registration of children
- ❑ brainstorm theme ideas with staff and children
- ❑ plan field trips which accompany themes

April

- ❑ make reservations for field trips
- ❑ arrange transportation, drivers, etc.
- ❑ assess staff availability

May

- ❑ provide in-service training to staff
- ❑ continue making field trip reservations
- ❑ outline weekly schedules and make daily lesson plans
- ❑ determine child groupings and pair with appropriate staff
- ❑ distribute program information to parents
- ❑ purchase as many supplies as possible in advance

June

- ❑ program begins - Smile and relax! You are prepared for a great summer!

August

- ❑ survey staff, children and parents to evaluate your program and generate ideas for next summer

September-January

- ❑ keep a file of ideas for summer by collecting newspaper and magazine articles, etc.

Notes from On-line

Editor's Note: *The SAC-L listserv is an on-line forum for school-age caregivers to discuss current issues or exchange information and ideas on running SAC programs. The following is an exchange which appeared on the listserv in July and addresses issues of managing a summer program. While a listserv is a public forum, we did ask both respondents for permission to print their comments.*

Handling Summer Registration

Sindy Dawkins of the Kid's Palace in Powell, TN, wrote:

"...I was wondering how everyone runs their registration process for summer.
1) Do your participants have to commit to the entire summer when they register?
2) If not, do they sign up for only the weeks they need? If you use this method, do you allow them to change the weeks they need once summer begins?
3) Or, can they come whenever they want? If so, how do you charge them?
4) Do you take drop-ins? If so, do you charge a higher rate for those children?
5) Or, do you do something totally different that I have not mentioned?

"I am thinking about restructuring my registration and fee policy for my summer program next year, so I am very interested in finding out what works well and what does not. I am housed in an elementary school and only serve school-age children."

Kathleen McDonald from the Lincoln Before & After School Program in Iowa City, Iowa replied:

"Our summer camp program began 4 years ago, and we still struggle with these issues. My program is a private, non-profit center housed in a school building. Space and utilities are donated by our school district.

"Through last summer, we required families in our program to commit for the entire summer, whether they used the time or not. This allowed us to have a stable financial base but was not popular with parents. Last summer, our enrollment was so low we almost could not have the camp. Registration was due by April 1. I investigated the enrollment issue with parents, and was told that they chose to send their kids to places with more flexible enrollment policies, because 1) they wanted their kids to be able to go to sleep-away and other types of camps or on vacation; 2) they didn't want to pay for time at our camp when their child was elsewhere, and 3) older children (ages 10-12) were under-represented and those who [attended] could not find age-mates to hang out with.

"So this is what I did:
1) camp was offered in 8 weekly sessions
2) full-time and part-time enrollments were offered.
3) those attending full-time had to sign up for a minimum of 3 one-week sessions
4) those attending part-time had to sign up for a minimum of 4 one-week sessions
5) registration and full payment was due on March 1.

"I tried to be flexible about changing weeks around until about June 1, then told people they had to commit to specific weeks (they had already committed to a firm number of sessions). We are allowing drop-ins, but only by those children who signed up for the camp, and only with sufficient notice and contingent on whether we had room. I decided that families from my program who didn't need at least 3 weeks of care would have to find other accommodations. Our tuition was low for our market, and we had lowered it from previous years as well to try to entice more people. We are charging a daily rate (for drop-ins) equivalent to one day's fees for full-time campers.

"Overall I think this change has been successful for us. Next summer will be the proving ground, as many of our children will be leaving 5th and 6th grade, and parents may feel they are old enough to be left alone. We may have to charge a higher tuition next year so that we have a comfortable number of staff members. All the extras we provide like swimming and field trips strain our staffing arrangements on some days, but I can't afford to hire more at this time. The organization aspect is a hassle, and registrations are taken on a first-come, first-served basis, so the administrator (me) has some headaches. I had anticipated that having what amounted to a different group of kids each week would be hard for the children and the staff to adjust to, however, that aspect hasn't been a problem."

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Of Elections and Service

Redirecting negative behaviors when adults set the example

Redirecting is a common technique when conflicts arise. Beth Thornburg, director of the after school program at the University School of Nashville, relates her program's experience in trying to redirect election passions and the associated negative behaviors. The conflict arose over the 1996 presidential election campaign between Clinton and Dole, with the usual name calling and character assassinations.

Even after discussion of correct campaign behavior, many children mimicked the national elections with inflammatory statements about other candidates and with the defacing and stealing of signs.

"We talked about what adults do and what we do not like about it," Thornburg said. "We saw an opportunity to learn about the election process. We talked about politicians who brag and say untruths and about campaign workers who steal signs. We didn't like it and we were going to make a change."

All the candidates who served for a day found out that running the program wasn't as much fun and a lot more work than they had anticipated.

They decided to have an election within the program to elect school-agers as director and assistant director "for-a-day." But even after discussion of correct campaign behavior, many children mimicked the national elections with inflammatory statements about other candidates and with the defacing and stealing of signs. Interestingly, we heard of similar stories from other programs across the country about poor election campaign behaviors.

In spite of this, Thornburg's program decided to continue having yearly elections, developing a concept of electing students to provide a "day of service" for the rest in the program. What follows is excerpted from a parent letter Thornburg sent home just before the most recent election held in November:

"AFTER SCHOOL elections became a tradition last year after we had excessive drama surrounding the national presidential elections. To redirect this passion, we had "Beth and Helen for-a-day" elections. This, as some of you remember, also ignited a lot of fury, and in the end all the candidates who served for a day found out that running the program wasn't as much fun and a lot more work than they had anticipated. This year, each candidate and vice-candidate had to have a platform. A snack, an art project and a large group activity had to be planned and will be part of their day of service. Mostly, the thrill of the election and the promise of a soft drink for the President and his/her six cabinet members is the main event. We will be having absentee voting Monday-Wednesday this week and the big event will be on Thursday. All candidates will have a chance to serve, the order of the service will be loosely based on who gets the most votes. Please know that although encouraged to participate, each child has been assured that he/she does not have to vote and some have chosen not to.

"I hope you have taken a moment to read the official platforms, but better still are the wonderful campaign signs plastering the walls from one end of AFTER SCHOOL to the other. The variety of techniques and messages are really fascinating. [We videotaped the platform speeches and showed the tape at the school's open house.] One interesting fact that continues to resurface was that when interviewed each candidate and all "men/women on the street" thought that the primary responsibility of the president should be to provide **A DELICIOUS YET NUTRITIOUS** snack for all his/her constituents. How this translates into pizza and ice cream is beyond me, but I thought you would all like to know we are at least headed in the right direction."

What started out as a conflict resolution activity to counter the poor examples being set by adults has turned into an annual event looked forward to by the school-agers. As their experience with these elections continues, their behaviors during the campaigns will also improve and they will be able to set more positive examples for adults. Also by pursuing the children's interests, the after school program has an engaging and sustained activity that is fun and also teaches important lessons in civics and service.

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International Friendship Week

The fourth week of February marks *International Friendship Week*. Celebrate by becoming penpals with children from another afterschool program in your community. Exchange letters, photos, and a video recording of your groups. At the end of the school year plan a penpal party where all penpals can meet one another in person.

Abraham Lincoln

Abraham Lincoln, the 16th president of the United States, was born on February 12, 1809. He grew up in a log cabin.

You can build a miniature log cabin by gluing pretzel sticks to a small milk carton and a construction paper roof.

Lincoln loved to read. He was especially fond of *Aesop's Fables*. Read a few of these fables, then write your own modern day fable.

Black History Month

During the month of February special emphasis is placed on recognizing the accomplishments of black historical figures. Harriet Tubman, George Washington Carver, and Martin Luther King, jr. are a few of the individual sthe children will probably learn about at school. As an after school activity, ask the children to think of current black leaders or well-known persons who they think might end up in the history books. (These might include Colin Powell, Ron Brown, Marian Wright Edelman, Carol Mosely Braun, Jesse Jackson, and from outside of the U.S., Desmond Tutu, Nelson Mandela, or Bernard Aristide.) Children can make posters with the individual's name, photo, and the accomplishments so far that may make that person an historic figure. Display the posters around your center in celebration of Black History Month.

Let's Party

There are many events to celebrate during the month of February: Valentine's Day, Lincoln's and Washington's birthdays, or a new, fluffy, white snowfall. Whatever the occasion you choose, a party is a fun way to celebrate. School-age children especially enjoy planning theme parties. Planning a party encouraged children to practice leadership skills and to work together as a team. Participating in the party provides them an opportunity to play favorite traditional games, learn new games, and just have fun!

Pin the Tail on the Donkey

Draw a donkey on a large piece of white paper and affix it to a wall. Cut tails from construction paper and have each child write their name on a tail. To play the game, each player is blindfolded and spun around slowly three times before attempting to tape the tail on the donkey. The child who gets the tail closest to the right end of the donkey is the winner. Adapt the game for any theme party, like "Pin the Smile on Cupid" or "Pin the Scarf on the Snowman."

Fancy Party Favors

Materials needed:

silver aluminum foil
cardboard toilet paper roll tubes
yarn adhesive tape

Cut a piece of foil to measure eight inches longer than the toilet paper tube. Roll the foil around the tube, leaving four extra inches on each end. Tape the foil in place. Gently twist the foil at one end and tie it with yarn. Insert candy, erasers, stickers, or other small prizes in the open end of the tube. Then close by twisting the foil at the open end and tying the yarn. Snip the foil at both ends to make the favors fancy.

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Let's Make Music

Handel

Famous composer George Frederick Handel was born on February 23, 1865. Begin by listening to one of his compositions. Then listen to samples of other types of music such as jazz, rock & roll, disco, etc. Survey the children to find out which music each child likes best. It's also fun to have the children react or respond to the music in some way. For example, ask the children how each type of music makes them feel (happy, excited, calm, sleepy). Children can draw a picture of how the music sounds to them or tell a story about what they think a particular piece of music is about.

Create Your Own Band

Create a band using everyday materials. The following items all work well:

- Broom (use the bristles to make a "whisk" sound and the hand to stomp.)
- Empy soda can filled with dried beans (to use as a shaker)
- Two aluminum pie plates filled with pebbles and taped securely all around (to use as a tambourine)
- Metal bucket and 2 rulers (use as a steel drum)
- Two pieces of sandpaper (rub together for a scratchy sound)
- Lips (for whistling)
- Hands (for clapping)

Look around your center for other items that can be transformed into musical instruments. Be creative.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Gina Campellone* of Vernon, Conn.

45 Activity Ideas

The minimum number of Activity Ideas in this issue is 45.

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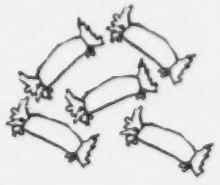
FEBRUARY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FEBRUARY FUN	**Feb. 2** – *Groundhog Day* – Legend has it that if the groundhog sees its shadow there will be 6 more weeks of winter. Go outside and look for your shadow.	**Feb. 3, 1894** – Birthday of artist Norman Rockwell. Look at some of Rockwell's famous paintings. Try creating some of your own Rockwell-style artwork.	**Feb. 10, 1933** – The first singing telegram was delivered. Write and perform a silly singing telegram.	**Feb. 14** – *Valentine's Day* – Bake heart-shaped cookies for your school's custodial or office staff.	**Feb. 26, 1919** – The Grand Canyon was designated as a National Park. Make a list of all the supplies you think you would need to hike down the canyon.
NATIONAL HEART MONTH	Do some healthy heart exercises such as jogging, jumping rope, and jumping jacks.	Invite a physical education teacher or aerobics instructor to lead a healthy heart workout at your program.	Learn to measure your heart rate while resting and after exercising.	Compile a list of healthy heart snacks such as fruits, veggies, and whole grains. Then do some taste testing!	Write the word HEART across the top of a piece of paper. How many different words can you make using just the letters h-e-a-r-t?
MAGAZINES	**Feb.13, 1741** – *The American Magazine* was first published in the U.S. Set up a magazine reading center with popular children's magazines.	Clip an interesting face from a page of a magazine and cut it in half. Glue one half to a piece of white paper. Try drawing the missing half of the face.	Magazine necklaces– Cut magazine pages into long triangular strips. Wrap each strip tightly around a pencil and seal with glue. Slide bead off the pencil and string on yarn for a cool necklace.	Some magazines include yummy recipes. Look for recipes that are nutritious and easy to prepare at the program.	Publish your own "After School" magazine. Include stories, interviews, illustrations, and advertisements.
AWESOME ART	*Hand-held mask* – Bend a wire clothes hanger into a round or oval shape. Stretch a nylon stocking over it. Add scraps of paper, felt or yarn for eyes, nose, mouth, and hair.	*Calligraphy* – Ask a parent or art student who knows calligraphy to teach a few classes in the art. Children over 9 can learn calligraphy fairly quickly.	*Deep Blue Sea* – Create a colorful deep sea picture with crayons on white paper. Paint over the entire picture with blue water colors. The paint will not cover the waxed crayoned area.	*Coffee Ground Paints* Mix coffee grounds with different color paints for texturized paintings.	Paint a picture on wood. When the paint is dry, brush a thing layer of glue or Mod-Podge over it to make it shiny. (Most local lumber yards or hardware stores can donate scrap wood.)
PARTY TIME	Let a party planning committee choose a date, time, place, and theme for a party. They can make invitations, decide what supplies are needed, plan games, refreshments, music, etc.	Make party favors. (see page 4) 	Have an "Un-Birthday" Party for children whose birthdays do not take place during the school year.	Play traditional party games like "Drop the Clothespin in the Bottle," or "Pin the Tail on the Donkey." (see page 4)	Form a clean-up committee to plan a post-party clean-up strategy. List every job that will need to be completed after the party (sweeping, washing tables, etc.) and assign jobs.
SUPER SCIENCE	Fill a fishbowl with water; place a small mirror inside the bowl. In a sunny spot hold a sheet of white paper so that the sun shining on the mirror will reflect onto the paper. What happens?	Rub a plastic spoon on a piece of wool for 30 seconds. Hold the spoon over a plate of puffed rice cereal. What happens?	Fill a glass almost to the top with water. Stir in 4 tsps. of baking soda until dissolved, then add 4 tsps. of vinegar. Put mothballs in the glass. What happens?	Fill 8 glass bottles, all the same size, with different levels of water. Tap the bottles with a wooden spoon. What happens?	Scribble thickly on paper with pencil. Rub a finger all over the scribble until it is very black. Press finger onto the sticky side of tape. Turn tape over and stick it onto white paper. What happens?

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report is written exclusively for SAN readers.

21st Century Schools Funding Approved

A new $40 million federal program for school-age programs becomes reality this year. President Clinton signed appropriations for the 21st Century Community Learning Centers Program as part of an FY 98 funding bill for the departments of Education and Health & Human Services (SAN, Nov. 1997).

Though it hasn't asked for applications yet, DoE finalized verbatim the regulations it had proposed for the program. For details, see the Dec. 2 Federal Register, visit the website at www.ed.gov/news.html or call Annie Thompson at 202-219-2198.

The bill also approved $210 million this year for a literacy initiative, including school-age reading programs. The funding, however, is contingent on Congress passing separate authorizing legislation by July 1. The House has already approved it. You probably won't get the funds for a while, since they still have to go through a maze of authorization, regulation writing, and distribution from the federal to state and state to local levels.

The appropriations bill also finalizes $1.656 billion for the Child Care & Development Fund, plus $937 million in delayed FY 97 funding, with $19.12 million earmarked for school-age care and resource & referral. The Social Services Block Grant gets $2.29 billion.

On another matter, Congress postponed until 1998 re-authorization of the Juvenile Justice & Delinquency Prevention Act. It will continue considering creating a new Juvenile Block Grant, which could include funding for school-age programs as crime prevention. Appropriations for the Justice Dept. this year, however, continues previous support for programs designed to keep children out of gangs, crime, drugs, and other trouble with:

- $20 million for Boys & Girls Clubs, with an amendment allowing the programs in rural areas and Indian reservations.
- $12 million for Juvenile Mentoring to match adults as mentors for youth in high crime zones.
- $20 million for Inventive Grants for Local Delinquency Prevention to local government.
- $10 million for Discretionary Grants for State Challenge Activities to improve delinquency prevention programs.
- $12 million for Youth Gangs grants to governments and non-profits.
- $1 million for Law Enforcement Family Support that can pay for school-age tuition for police families.

Congress declined to fund the Ounce of Prevention Council and Community Schools, however.

AmeriCorps National Grants Offered

About $45 million for volunteer programs is available from the Corp. for National & Community Service (CNCS). And since CNCS is making a push to provide technical help to school-age programs (refer to previous issues), you can bet it will want to see applications for projects that provide constructive activities for children in out-of-school hours.

CNCS offers $40 million for national program grants (CFDA#94.004). For AmeriCorps National 1998 Application Guidelines, contact CNCS, 1201 New York Ave. NW, Box ACD, Washington DC 20525, 202-606-5000, ext. 475; TDD 202-565-2799. Deadline: Feb. 6. CNCS is offering another $4.5 million evenly split between Indian tribes and overseas territories. Request guidelines from the same address, but mail to Box ITT, or phone ext. 125.

Applicants for new grants must compete with grantees seeking renewals for fewer than 40 national grants. CNCS prefers projects that will operate in more than one state. Programs wanting to operate in one state can apply later to state commissions. Non-profits, governments, Indian tribes, colleges and universities and labor unions can apply. But no organization that lobbies can participate.

Toronto NAEYC Proposals Due

Reminder: As outlined on page 7 of the December issue of SAN, workshop proposals for the National Association of Young Children's (NAEYC) annual conference are due January 24, 1998. This year's conference is in Toronto, Ontario, Canada. We are encouraging school-age professionals both in Canada and the U.S. to send in proposals.

For U.S. caregivers this is a wonderful and easy opportunity to travel outside the U.S. to a safe, very diverse, multicultural city with great tourist sights, restaurants, and even underground shopping. You don't have to have a passport (which now costs $40). But, U.S. citizens need to have proof of U.S. citizenship which can be current or expired passport, naturalization papers, U.S. birth certificate either an original birth certificate (not hospital issued) or a certified copy (not photocopy) plus a photo id (which you need anyway if flying). For others it depends on country of citizenship; check with your airline's international department.

NAEYC's journal *Young Children* will be running a series of information pieces about going to Toronto to answer common questions.

If you would like a faxed or mailed copy of December's page 7 and/or NAEYC's criteria and submission information call us at 1-800-410-8780 (or from Canada 615-242-8464).

Chewed-Up & Missing Issues

We received the most complaints ever about mangled-in-the-mail newsletters and missing newsletters with our December issue which was mailed November 20th. In addition, Canada had a postal strike which also caused problems with the December issue.

We have changed from first class mail to third class but that does not solve what's taking a bite out of newsletters.

If you need a replacement issue of the Oct., Nov. or Dec. issues call 1-800-410-8780 (or from Canada 615-242-8464) from 8:30 a.m. to 4 p.m. CST.

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Airlines Change Fares & Carry-on Rules

School-age folks who haven't traveled by air in a year or two are in for some surprises if flying to Seattle in April for NSACA or Toronto in November for NAEYC.

Airfare sale wars are pretty much a thing of the past if indications are correct in a December 4, 1997 *USA Today* article which reports that the "last big industry-wide fare sale was in March." Even if you have traveled recently, you may not be aware of the change in fare structures. We discovered that the "Saturday stayover," initiated about 12 years ago, no longer guarantees the cheapest fare. We have found sometimes leaving on Saturday to be as cheap or cheaper than staying overnight. Everything is done on route by route basis including establishing regular low fares and sale fares.

Because airlines were continuously putting fares on sale, Northwest Airlines helped institutionalize lower cost advance purchase fares than had been in place. Last August, Northwest reduced its 21-day advance-purchase fares 40% and 14-day advance fares 30%. Most airlines matched these changes. But remember seats still fill fast, so book early.

With the November and December holidays there has been much fanfare in the media about airlines restricting carry-on luggage, often to only one piece. Our best guess is that airlines will continue this past the holiday season. Gone are the days of traveling with everything on board including the kitchen sink (which they claim happened). Check with your airlines about carry-on luggage restrictions early before getting ready to pack.

If you haven't flown in several years, you now need a driver's license or other government issued photo id. If you try an electronic ticket (paperless ticket), remember in addition to photo id you also have to show the credit card the ticket was purchased on. So, paperless tickets are not a good idea for staff if using the program's credit card to purchase the tickets.

SAC CONFERENCES

CALIFORNIA January 31, 1998
3rd Annual Redwood Region SAC Conference
Arcata. **Contact:** Brian Lovell, 707-826-1915

GEORGIA February 20-21, 1998
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

MISSOURI Feb. 27-Mar. 1, 1998
MOSAC Annual Conference, Kansas City
Contact: Vicki Stein, 816-348-1514

TENNESSEE March 6-7, 1998
TNSACA 9th Annual SAC Conference, Nashville
Contact: Lisa Beck, 615-259-3418

ILLINOIS March 20-21, 1998
IL SACC/Chicago M.O.S.T. SACC Staff Conference, Chicago, **Contact:** Julie Erichsen, 800-649-1766

NSACA April 30-May 2, 1998
10th Annual National School-Age Care Alliance Conference, Seattle, **Contact:** School's Out Consortium (206)461-3602

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

USPS Offers Unique Stamp Fun

The U.S. Postal Service found new and intriguing ways to promote stamp collecting, with tools and activities for adults and children.

Perfect for a stamp club in a SAC progam is a stamp "decoder" for use by amateur philatelists to discover hidden images encoded in some stamps. For example, the "Classic Movie Monsters" set, which features 32¢ stamps bearing images of the Phantom of the Opera, Dracula, Frankenstein, the Mummy, and the Wolf Man, also has hidden images on each stamp. So by using the stamp decoder, you'll find masks on the Phantom stamp, bats on the Dracula stamp, Egyptian hieroglyphics on the Mummy stamp, lightning bolts on the Frankenstein stamp, and wolves' heads on the Wolf Man stamp. Another stamp that features encoded images is the Department of the Air Force's commemorative 32¢ stamp which has encoded "USAF" on the background of that stamp.

Also available, for free, are subscriptions to *USA Philatelic*, the catalog that showcases new stamp issues, and a magazine for children called *STAMPERS*. To request either of these, or to order the stamp decoder ($4.95) call 1-800-STAMP-24.

Summer Ideas — New Crafts Book

Now available from the *School-Age NOTES* catalog is a great new arts & crafts book perfect for planning summer programs, but plenty of activities for anytime. ***Making Cool Crafts & Awesome Art: A Kids' Treasure Trove of Fabulous Fun*** is geared for 6-14-year-olds and includes long-term projects to hold older kids' interests. There are braiding and weaving activities kids can pick up and put down at their leisure on long summer days. Recycled and inexpensive everyday materials are key for most activities. Lots of photos throughout the text help guide activities and help excite kids and staff in choosing projects. Try "cassette tape masks" (paint and decorate old tapes and glue to popsicle sticks), "marble machines," and "alter-ego scarecrows." One of the best new books we've seen. 160 pages. **$12.95 ($11.95 for subscribers) plus $2.50 S&H**. Call 1-800-410-8780 to order by credit card, or mail checks to P.O. Box 40205, Nashville TN 37204.

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RESOURCES

Women's History Materials

March is National Women's History month, and 1998 marks the 150th anniversary of the first national women's rights convention held in Seneca Falls, NY in 1848. To celebrate the occasion, the National Women's History Project has published the "Living the Legacy" Gazette, a 20-page newspaper that both promotes community celebrations of this event and offers an excellent timeline of events in the Women's Rights Movement, notable women in women's rights, and other historical data. The gazette is $1 or $10 for a package of 25 copies.

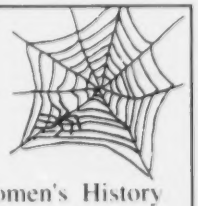
To order the gazette and for information on other materials from the National Women's History Project, write to 7738 Bell Road, Windsor CA 95492-8518, or call 707-838-6000. Or email: nwhp@aol.com.

Finger Injury Prevention

fingersafe™ USA, Inc. has a patented process designed to protect against fingers being caught in the hinged areas of doors. According to their promotional materials, the General Services Administration's draft guide for child care centers states that "devices to protect fingers in hinge areas are to be used." ***fingersafe*** is a device made of UPVC plastic designed to be attached to the hinged side of the door to close the gap where fingers often get caught.

For more information on the ***fingersafe*** product, write to the company at P.O. Box 13804, Savannah GA, 31416, or call 912-356-9185. You can also check their website at www.fingersafe.com.

Websites



Women's Rights

The National Women's History Project has a website you can check out for more details about their 150th anniversary celebration. The site is located at:

www. Legacy98.org.

Native American Resources

Cherokee Publications has a website to promote their books on Native American history and traditions. Although the only books featured on the website are their own publications, you can request a catalog that has numerous resources, including story books and arts and crafts suitable for school-agers. Find the site at:

www.CherokeePub.com

or call 704-488-8856.

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New $40 Million May Create Many New Programs

by Rich Scofield

As we have reported, there is new federal money for after school programs that concentrate on what could be termed "enrichment and learning activities" in rural and inner city communities. Applications are due March 9, 1998 for the $40 million for the 21st Century Community Learning Centers funding for FY 1998.

Considering that federal funding for school-age care has never topped $20 million and even then it was money directed to the states to be shared with resource and referral projects, this is a tremendous infusion of money to go directly to school systems. What remains to be seen is how much actually gets translated into children served after school and how much gets channeled into school administration and supplies. In the 1980's we saw a private, $100,000 grant to one small city for after school care get squandered in planning, administration, and poorly conceived programming that lasted only a year. On the other hand many communities have been able to leverage the old Dependent Care dollars into viable, strong programs through a good understanding of after school programs and the ability to tap into existing community resources.

The National Community Education Association (NCEA) has provided its members with a "funding guidelines summary" and alerted them to new interpretations of qualifying applications which would broaden the applicant pool. NCEA, the National Center for Community Education and the Mott Foundation are providing "bidders' conferences" to help them apply. SAC programs not associated with a school system are basically left out.

The 21st Century Community Learning Centers program is "designed to stimulate and expand significant learning programs available to children and youth beyond regular school hours. Funds may be used to plan, implement, or expand projects that benefit the educational, health, social service, cultural and recreational needs of a rural or inner city community."

Rural and inner city public elementary or secondary schools or a consortia of such schools may apply. However, the NCEA alert states, "a recent clarification in the *Federal Register* indicated that to qualify, applicants must demonstrate that they serve 'high-needs neighborhoods' and be 'open to all community members.' Therefore, almost every school should be able to justify its application."

Applications should propose a variety of inclusive and supervised services that include extended learning opportunities but may also include safe and drug-free interventions; recreational, musical and artistic activities; and opportunities to use technology.

The estimated range of grants awarded is $35,000-$200,000 per center. The estimated average award size is $100,000 which would be about 400 grants and applicants may be funded at this level for up to 36 months.

Additional information is on the Web at: <http://ocfo.ed.gov/fedreg.htm> and <http://www.ed.gov/news.html>—the application is at: <www.ed.gov/offices/oeri/>. Applications may be requested by FAX at (202) 219-2198.

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Defining SAC Revisited & Other PD Opportunities

Professional development (PD) opportunities abound at the National School-Age Care Alliance (NSACA) Conference in Seattle, April 30-May 2, 1998. (Call 206-461-3602 if you have not received registration info.)

This year the Thursday Professional Development and Public Policy Forums will look slightly different in that they will be integrated in both morning and afternoon sessions Thursday rather than one forum in the morning and the other in the afternoon. There will be an opening keynote and a morning session plus a two-hour afternoon session.

One session will be "Politically Incorrect–Who's In, Who's Out"—Thoughts on defining our field and who we serve, facilitated by Rich Scofield, SAN Editor/Publisher. It has been commented on before in this publication that if we are to have a professional school-age care field, we need to define it by setting the parameters of the field. We can't ask students to commit to a field that can't be defined. Yet, defining by its very nature excludes. On the other hand trying to be all things to all people may dilute a profession and/or its national organization.

(Continued on page 3)

State	Centers w/After School	Rank	Total Child Care Centers	Rank	% of Centers w/After School	1996 State Population in Millions	Rank by Pop.
TX	5,129	(1)	5,986	(2)	86%	19.1	(2)
CA	3,546	(2)	8,571	(1)	41%	31.9	(1)
FL	2,437	(3)	4,247	(3)	57%	14.4	(4)
OH	1,942	(4)	3,773	(4)	51%	11.2	(7)
MI	1,520	(5)	2,889	(5)	53%	9.6	(8)
GA	1,374	(6)	2,087	(12)	66%	7.3	(10)
IL	1,306	(7)	2,284	(10)	57%	11.8	(6)
TN	1,289	(8)	1,993	(13)	65%	5.3	(17)
NY	1,089	(9)	2,491	(8)	44%	18.2	(3)
MD	1,063	(10)	1,767	(14)	60%	5.1	(19)
PA	1,062	(11)	2,432	(9)	44%	12.1	(5)
NC	1,049	(12)	2,714	(6)	39%	7.3	(11)
LA	964	(13)	1,544	(17)	62%	4.4	(22)
WI	957	(14)	1,772	(15)	54%	5.2	(18)
SC	882	(15)	1,666	(16)	53%	3.7	(26)
MO	844	(16)	1,201	(27)	70%	5.6	(16)
VA	841	(17)	1,480	(18)	57%	6.7	(12)
KY	830	(18)	1,184	(28)	70%	3.9	(24)
WA	814	(19)	1,251	(24)	65%	5.5	(15)
AZ	740	(20)	1,152	(29)	64%	4.4	(21)
AL	694	(21)	1,340	(21)	52%	4.3	(23)
CO	685	(22)	1,396	(19)	49%	3.8	(25)
MA	682	(23)	2,108	(11)	32%	6.1	(13)
NJ	591	(24)	2,624	(7)	23%	8.0	(9)
MN	562	(25)	1,385	(20)	41%	4.7	(20)
KS	507	(26)	1,213	(25)	42%	2.6	(32)
CT	492	(27)	1,263	(23)	39%	3.3	(28)
OK	457	(28)	1,114	(30)	41%	3.3	(27)
IA	441	(29)	1,207	(26)	37%	2.9	(30)
OR	439	(30)	828	(33)	53%	3.2	(29)
NE	411	(31)	928	(32)	44%	1.7	(37)
IN	408	(32)	717	(34)	57%	5.8	(14)
AR	366	(33)	1,296	(22)	28%	2.5	(33)
MS	363	(34)	1,043	(31)	35%	2.7	(31)
NH	255	(35)	586	(35)	44%	1.2	(42)
NV	217	(36)	417	(37)	52%	1.6	(38)
UT	211	(37)	285	(43)	74%	2.0	(34)
HI	184	(38)	346	(38)	53%	1.2	(41)
DC	179	(39)	327	(40)tie	55%	.543	(50)
MT	172	(40)	334	(39)	51%	.879	(44)
WV	158	(41)	266	(45)	59%	1.8	(35)
VT	149	(42)	327	(40)tie	46%	.589	(49)
AK	123	(43)	211	(48)	58%	.607	(48)
NM	112	(44)	426	(36)	26%	1.7	(36)
DE	109	(45)tie	235	(47)	46%	.725	(46)
ME	109	(45)tie	268	(44)	41%	1.2	(39)
ID	103	(46)	289	(41)	36%	1.2	(40)
WY	96	(47)	253	(46)	38%	.481	(51)
ND	86	(48)	203	(49)	42%	.644	(47)
RI	84	(49)	286	(42)	29%	.990	(43)
SD	77	(50)	133	(50)	58%	.732	(45)
Totals	**39,200**		**76,138**		**51%**	**265.7**	

51% of All Child Care Centers Have SAC — Maybe

by Rich Scofield

How many school-age programs are there and what percentage of child care centers serve school-agers? The October 1992 issue of *School-Age NOTES* tried to answer those questions. It ran a similar chart of number of school-age programs and total child care centers from the same source as the compilation on this page - the Wilson Marketing Group's mailing lists. That list in 1992 had 37,557 centers serving school-agers — 44% of 84,950 total child care centers. In 1997 the list had 39,200 SAC programs representing 51% of only 76,138 total child care centers. Both these figures are minimums and both reflect the enormous problems inherent in trying to provide a census of existing programs that actually serve school-agers. The extensive national study released in 1993 looked at 1300 school-age care programs from a representative 1991 sampling of 144 counties across the country. It estimated 49,500 programs provided before- and/or after-school services. [In the chart, percentages and rankings of SAC programs, child care centers, and states by population as well as population figures are provided by SAN.]

(Continued on page 7)

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Defining SAC...

(Continued from front page)

The School-Age Child Care Project at Wellesley College changed its name to the National Institute on Out-of-School Time (NIOST). In its newsletter for rural out-of-school initiatives it states, "The change is designed to reflect the critical need and importance of offering out-of-school programs to middle school students as well as to **pre-** [emphasis added] and elementary school children." Yes, parents with preschool children in public school programs may need care in the afternoon and preschool children are being put into after school programs serving school-age children. The question is do we add the care of preschool children and their developmental needs to the field of school-age care? What is the top age range for the field? Is it through ages 13, 14, 15, 16 or 17? Is that chronological age or developmental age?

At what point does a school-age program not fit our sense of what the professional field is about? Is one teacher with 100 students sitting at cafeteria tables waiting to be picked up by parents school-age care? Are all licensed child care programs serving school-age children a part of the definition? What about unlicensed, drop-in after school care programs, group tutorial programs, individual tutorial programs, after school music lessons and sports teams? Certainly an integral part of the definition would center on the word care or concept of care.

Have ideas, thoughts, strong feelings, or want to be involved in the discussion April 30th in Seattle? Contact Rich Scofield at School-Age NOTES, (800) 410-8780.

Other professional development forum sessions will be "I Want to Play, Too"–Introduction to the national standards; "Outcomes Not Outback"–Examining outcomes for children in SAC programs; "Movin' on Up"–Discussion on higher education and career advancement; "Ready, Set, Slow"– In-depth look at accreditation; "Play Nice"–Regional development and partnerships; "The Missing Step"–School-age credential; "Show Me the Money"–Success stories from ACF regional meetings; "Issues Racing the Field"—How school-age care is evolving.

Discipline Tips from Boys Town

The Boys Town Resource and Training Center offers training to educators and others who work with children about various issues, including handling out-of-control students effectively. The following are some key tips anyone can use when attempting to manage behavior:

- Don't nag at the perpetrator by overdescribing what's inappropriate.
- Create a "teaching interaction" by beginning with a statement of praise such as "Thank you for looking directly at me," to get the student's attention.
- Take a series of conversational steps
  - describe the inappropriate behavior
  - give the offender a rationale for doing things differently the next time
  - ask for an acknowledgment that he/she understands the offense
  - [decide on a consequence]
  - end the conversation with another compliment: "Thanks for listening."

It's important to remember that these tips may over-simplify a discipline method that requires training and consistency. Yet, the results of a follow-up study to determine the effectiveness of the discipline guidelines showed that a school that used these methods had fewer office referrals for physically and verbally aggressive behavior than a school that did not. Also, students were more attentive and demonstrated less disruptive outbursts in class. This behavior was sustained as students advanced through school.

(Adapted from an article which appeared in the June 5, 1996 issue of Education Week.*)*

*See page 8 for more resources from Boys Town.

Australian OOSH Program Looks for Pen Pals

Child Care Action Campaign *in New York passed the following letter on to SAN asking if we could help:*

Dear Coordinator,

I am an Assistant Supervisor at an Out of School Hours Program (for children 5-12 years of age). We are located at a Primary School in East Kew, a suburb of Melbourne.

I am writing to see if it is possible for you to link us with a school in the USA with whom we could start a pen friends club. I think this idea would not only be stimulating to the children, but would enhance their educational and social development.

I do hope you are able to link us with a school. If you require any more information about the school, please write back and we will forward more details. In the meantime I enclose the following details (at the back of the letter).

If you wish to contact the program directly, you can do so at the following address:

East Kew Primary Out of School Hours Program
c/o Di Toone, Coordinator
Kitchner Street, East Kew
Melbourne, Australia, 3102

Yours sincerely,
Fred Wright

Editor's Note: If your school-age program would like to correspond with this program, then contact the East Kew Primary Out of School Hours Program directly at the address above.

Some the "details" about the program that Mr. Wright included at the end of his letter: The OOSH program serves children from both the East Kew Primary School and a nearby Catholic school. Out of a school population of 300, approximately 33 children attend the before school program from 7-9 a.m., and 90 children attend the after school program from 3-6 p.m.

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March Days

March 2 is *Old Stuff Day*. Talk to the children about how their old stuff can be reused or given to someone who needs it. Together pick a charity and plan a day when each child will bring in one used toy to donate.

March 3 is *National Anthem Day*. On this date President Hoover signed a bill making the *Star-Spangled Banner* (which was written by Francis Scott Key) our national anthem. Celebrate by singing the *Star-Spangled Banner* (as much as you can remember!) Have fun trying to hit the high notes!

March 14 is *National Potato Chip Day*. You can make some healthful potato chips by slicing potatoes into thin (1/4 inch thick) slices and baking them in the oven. Brush the potatoes with just a little oil before baking. Preheat the oven to 350° and bake the potatoes until they are just lightly browned and crispy, about 10-15 minutes.

Wonderful Water Table Ideas

Many school-age programs neglect their water table (sometimes called the sensory table). If your water table is under-used, pull it out of storage and try out some new ideas. If you thought the water table was just for water, try something new!

Look around your classroom for any materials that the children would love to touch, feel and manipulate. Mix and match the materials to create new learning experiences. Try putting together unique combinations of materials to heighten children's interest. (See page 5 for some ideas to get you started.)

If you don't have a water table, many sensory projects can be done on trays or small plastic tubs. You may want to put a drop cloth on the floor to make clean-up easier.

Piñata

Make a papier maché piñata: Mix 2 cups warm water with one cup flour. Stir until the mixture is a smooth, creamy consistency.

Tear strips of newspaper and dip the strips into the papier maché mixture. Wrap the wet strips around a blown up balloon until the entire balloon is covered. Let dry for several days until the newspaper has hardened, then pop the balloon with a pin. Cut a small opening in the top (to put prizes in), then paint the piñata and decorate it with feathers, glitter, and ribbon.

Fill the decorated piñata with inexpensive toys, stickers, small note pads, or other little prizes. Hang the piñata on a rope from the ceiling. One at a time, blindfold the children and let them swing at the piñata on a rope from the ceiling with a long stick or baseball bat (preferably plastic). Each player is allowed three attempts to break open the piñata, while the other children watch from a safe distance.

Once the piñata breaks open, all the children can pick up the prizes which have fallen to the floor. You may want to limit the number of prizes each child can have so that everyone gets some.

Drug Free Poster

Help kids say "No" to drugs and alcohol. Order a free "Say No to Alcohol & Drugs" poster featuring Dr. Martin Luther King, Jr. The "Live The Dream" posters are available by calling the National Clearinghouse for Alcohol and Drug Information at 800-729-6686.

Kitchen Chemistry

Children of all ages love to whip up mysterious potions and magical concoctions. You can give children the opportunity to experiment by using many items that you already have in your kitchen. Put out a variety of items including water, salt, sugar, flour, vinegar, baking soda, cooking oil, and food coloring. (Minimize wasting of these items by encouraging the children to mix their experiments in small beakers or bowls.) Add measuring spoons and whisks or egg beaters.

The children will enjoy watching the different reactions that occur while they mix. Point out which substances dissolve in water and which don't. Figure out why oil floats on the top of water. Watch the exciting reaction when baking soda is mixed with vinegar.

Find Your Rock Game

Each player chooses a rock. The players sit in a circle and take a few minutes to get to know their rocks. Encourage the children to look at their rocks, touch them, weigh them in their hands. Put all the rocks into the middle of the circle. The players close their eyes and try to find their rock without peeking.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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MARCH CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
FUN MARCH DAYS	March is *National Women's History Month*. Plan a surprise or a recognition for a woman you admire.	On March 10, 1876, Alexander Graham Bell made the very first phone call. Take a survey. How many calls has everyone made so far this month?	March 21-*Fragrance Day*. Have a sniff test. Put a dab of various extracts on cotton balls and have children sniff. Chart which scents children like and dislike.	March 25- *National Waffle Day*. Have a waffle-fest for snack. Parents can donate whipped cream, strawberries, syrup, and other toppings.	March 26 is *Make Up Your Own Holiday* day. Brainstorm a list of crazy holidays and vote on one to celebrate.
WONDERFUL WATER TABLE	Put a little finger paint in your water table (without water). Add some old combs and let the kids come up with designs. Take prints by laying paper on top of the paint.	Flower pots, potting soil (sand or gravel work well, too) and plastic flowers make a fun Spring project for the water table. Add trowels, rakes and other gardening tools.	Freeze water in milk cartons for at least 24 hours. Let the children chip at the ice with plastic tools or spray the blocks with colored water in spray bottles.	Put magnets and paper clips into your water table (without water). School-agers will come up with incredible paper clip sculptures!	Aquarium gravel (available at any pet store) is inexpensive, and it's perfect for use in the water table. Use with water (kids love it with plastic fish!) or dry.
YARN	Make yarn-covered vases. Paint an empty 20 oz. plastic soda bottle with glue, then wrap yarn all the way around the bottle.	Give children long pieces of yarn and tie the ends to furniture around the room. Tie smaller pieces of yarn between these long pieces to create a huge spider web.	Dip short pieces of yarn into white glue and arrange on waxed paper. When the glue dries, the yarn will harden and can be pulled off the wax paper.	Wrap colored yarn tightly around sticks that you find outdoors. Tie these sticks together to make a natural, colorful mobile.	Invite someone to come and teach the children how to knit or crochet. Ask the children's families for volunteers (many parents or grandparents will know how).
BLINDFOLD GAMES	"Guess Who?" Two players sit across from each other. One player is blindfolded and must identify the other player by gently touching the face and hair...no talking.	"Who's Talking?" The players make a circle with a blindfolded player in the center. A person says, "Hello" while the blindfolded player guesses who spoke.	Blindfold the children and give them paper and pens. Have them draw a picture while you tell a short, descriptive story.	*Blindfolded obstacle course*. Use soft items such as a pile of pillows or a tunnel made from foam blocks to make a safe obstacle course for blindfolded players.	Piñata - see page 4 for directions.
SQUISHY STUFF	***Goop***: Mix one part cornstarch to one part water. Let the kids explore the interesting consistency of this mixture on trays. (*Mudworks* by Mary Ann Kohl, p. 131)	***Silly Putty***: Mix 1 1/2 cup liquid starch into 1 cup white glue. Let stand covered several hours until glue settles. Pour off extra starch. Knead. Store in closed containers. (*Ready to Use Activities*, p 33)	***Ornament Dough***: 1 c. cornstarch, 2 c. baking soda, 1 1/4 cup cold water. Cook & stir on low heat until consistency of mashed potatoes. Cool, then knead into soft dough. (*Kids Crazy Concoctions*, p. 55)	***Glue Dough***: Mix 1/2 cup flour, 1/2 cup cornstarch and 1/2 cup white glue in a bowl. If dry, add glue; if sticky, add flour. Store in airtight container to dry overnight. (*School-Age Ideas & Activities*, p. 119)	Mix dry potting soil and water until the mixture becomes clay-like.
COOPERATIVE GAMES	***Cooperative Musical Chairs***: Same as usual game, except no player is out when chairs are removed. Players sit in laps of other players, until all players are sitting in one chair.	***Back-to-Back***: Two players sit together back-to-back and try to get up without using hands (hint: try linking elbows.)	***Standing Together***: Seated in a circle, players grasp arms or hands and try to collectively stand up. (*Everyone Wins*, p. 16)	***Tug***: Two teams line up, one on each end of a rope. The object is to pull as hard as they can, but NOT move. (Encourage kids to switch teams to create balance.)	***Body Ball***: Without using hands, partners try to get a beach ball from the ground to their heads. (*Everyone Wins*, p. 69)

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Notes from On-Line

Editor's Note: *The SAC-L listserv is an on-line forum for school-age caregivers to discuss current issues or exchange information and ideas on running SAC programs. The following is an exchange which appeared on the listserv in November. While a listserv is a public forum, we did ask the respondents for permission to print their comments.*

Paying Tuition With Credit Cards

Sharon Schweniger of the Mt. Lebanon Extended Day Program in Pittsburgh posted a message on the listserv stating that beginning in January her program was accepting credit cards for payment of school-age care tuition. She asked whether anyone had "any suggestions, 'booby traps', policy and procedures ideas that you would be willing to share?"

Cristeen Lamberty responded:

"I would suggest you look into having parents sign a waiver allowing you to automatically debit their cards each month. We are implementing that right now, and parents are very appreciative of the fact that they do not need to call in each month to our hotline to pay. Otherwise, things have run smoothly for us for about 4 years. Approximately 45% of our parents use the credit card at one time or another, many use it regularly. It has helped to keep unpaid accounts to a minimum.

"Because you will be charged a fee by the credit card company each time someone uses a card, you may also want to require parents to pay monthly and not bi-monthly or weekly (whatever the case may be)."

Alonzo Wood, a Community Education Director in Giddings Texas responds: "Several years ago I began the practice of allowing my customers to pay for after school tuition and Community Education classes by credit card. It may have been the single most important thing I ever did to ensure a steady flow of customers and dollars into the Community Education program of which I was the administrator. I had very little trouble with the patrons who chose to use the card. After we got comfortable with the use of the cards, and the patrons got comfortable with our administration of their accounts, we developed a system through which we could automatically debit their account on an agreed upon date each month for their child care costs. It was truly win-win.

"The biggest dilemma was the 5% cost of doing business. Some pass the cost on to the customer so that their fee had the 5% added to the bill. I always felt that the assurance that I was going to get paid was worth the cost.

"If you are doing business through a school district or city - that is, their accounting departments are keeping the books and the money is being funneled through their budgets - there are legal requirements in most states about how the school and/or city pick a bank with which to do business. Most of the time, bids are taken by the school/city on what the bank will charge to handle the account in exchange for the deposits that the school/city will be placing in the bank. It is possible to have the credit card fee placed in the package. You should ask the bank to service your credit card account for no fee because of the service you are providing the community in after school child care."

Wood added in a second message that his original plan was for credit cards to be used to pay tuition for Community Education classes, and was surprised at the response he got from parents wanting to use the cards to pay their Kids' Klub fees. He said that implementing this practice was "the most important thing I did in ensuring many more registrations for Community Ed classes and the cash flow for paying the Kids' Klub bills. In a $300,000 per year program, over $100,000 was on plastic."

Wood also adds, "The really interesting thing was that I had very little problems with people over-extending themselves on their cards. In five years of experience, I doubt I had to deal with over 10 parents whose charge was rejected. It was always because they had maxed their credit limit.

"One other thing, the first year we did the paper slip and hand-embossing. All the following years, we used a card reader and everything was done electronically. It cost a little more - we had to buy the machine - but it more than paid for itself."

SAN Coming To You 2nd Class Now

School-Age NOTES is continuing its quest to bring you the latest in school-age care on a timely basis. In October, due to the addition of a toll-free 800 number and increasing postage and mail preparation costs, we changed from mailing 1st Class to mailing "Bulk Rate." We had been told that using bar coded addresses would now make bulk mail travel like first class. The October-December issues were mailed bulk rate. Unfortunately, it took up to six weeks for some newsletters to reach their destination.

The January issue, which was ready Dec. 15, was mailed first class on Dec. 29 to avoid the crush of the holiday mail. Using first class mail every month is no longer a financial option. Second class periodical mail now becomes our only other option. This change, while entailing more paperwork and content restrictions, will get the newsletter delivered, hopefully, more timely and within our budget.

As we reported in our January issue, if you did not receive your October, November, or December issues, or received them in a damaged condition, please call our toll-free number, 1-800-410-8780 (from Canada, 615-242-8464) for replacement copies. Office hours are 8:30 a.m. - 4 p.m. CST.

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51% of Child Care Has SAC...

(Continued from page 2)

Mike Wilson, President, of the Wilson Marketing Group, Inc. feels that the current list is more accurate today than in 1992 for actual programs serving school-agers but still not accurate in terms of listing all after school programs. These lists are not estimates but actual mailing addresses of programs gained from licensing lists and other sources that are then rented for marketing purposes. (School-Age NOTES has regularly used these lists over the past 15 years.) Wilson credits the improved accuracy with improved methodology. It appears the total number of child care centers has dropped but that is probably due to no longer counting family child care homes with 10 or more children in the center count. Wilson said that the phone verification has also improved. Programs are phoned to verify their information. If they report they serve school-agers, they are phoned to verify that they actually do. Often, programs will get licensed to serve school-age but do not follow through or only serve kindergarten.

These lists are a starting point for the minimum number of school-age programs because many private and public schools are exempt from licensing and do not appear on any lists. And as we know, the greatest growth in the last 10 years in school-age programs has been in private and public schools (since the kids are already there, in facilities built for their age group, and in space that is not being used in the afternoon.)

The chart on page 2 shows the state-by-state breakdown. Remember (AL) is Alabama, but Alaska is (AK), so Arkansas is (AR), and Arizona is (AZ). (MI) is Michigan while Mississippi is (MS) and Missouri (MO).

It is difficult enough to analyze the current list and its anomalies without comparing it to the 1992 list. Example: In the 1992 list New Jersey fell statistically about right. It was ranked 10th in number of SAC programs (1095) which was 51% of 2150 total child care centers (a ranking of 12th) in a state ranked 9th in population. In the 1997 list the SAC center number is almost cut in half, 591 a ranking of 24 in a state still ranked 9th in population but one that has increased total number of child centers to 2,624 (ranked 7th) making the SAC programs only 23% of total centers. We cannot hazard a guess for this discrepancy.

Ohio has a strong state school-age affiliate [with] regional SAC specialists to support and promote both quality improvement and increased availability.

In some situations there seemed to be plausible explanations for wide changes. New York which in 1992 only had listed 698 SAC centers (ranked 19th) now had 1,089 (ranked 9th) which might be attributable to the mandatory registration of programs which had just begun in 1992.

Ohio ranked both years 4th in population and 7th in SAC programs but increased its SAC programs from 1578 to 1942, a respectable 23% gain. Ohio has a strong state school-age affiliate and is one of only a few states to have regional SAC specialists to support and promote both quality improvement and increased availability. The gain might be attributable to this support.

Another consideration affecting the seeming discrepancies between a state's population and its number of SAC programs is the minimum adult-child ratio which can influence the finances of a program. This can vary from 1:10 in New York and Connecticut to 1:26 in Texas. This helps explain why Texas has the most number of SAC programs but doesn't explain why Connecticut with the most stringent ratio is able to rank higher in its SAC programs (27th) than in population (28th).

Again it must be emphasized that these numbers are only minimums and should only serve as starting points for considering the number of SAC programs in a state. It would be inaccurate to use them for any comparisons.

For more on how school-age care rates in different states see the October 1997 issue of SAN.

Note: *The Wilson Marketing Group rents mailing lists of early childhood programs which are continuously updated. Lists such as the after school one rent for approximately $60 per thousand with a $250 minimum order. Call (800) 445-2089 for more information.*

SAC CONFERENCES

GEORGIA February 20-21, 1998
7th Annual GSACA Conference, Atlanta
Contact: Kimberly Nottingham, 404-373-7414

KENTUCKY Feb. 27-28, 1998 **New Listing**
9th Annual Conference, Louisville
Contact: Cindy Watts, 502-228-9455

MISSOURI February 27-Mar. 1, 1998
MOSAC' Annual Conference, Kansas City
Contact: Vicki Stein, 816-348-1514

TENNESSEE March 6-7, 1998
TNSACA 9th Annual SAC Conference, Nashville
Contact: Lisa Beck, 615-259-3418

ILLINOIS March 20-21, 1998
IL SACC/Chicago M.O.S.T. SACC Staff Conference, Chicago, **Contact:** Julie Erichsen, 800-649-1766

CALIFORNIA March 27-28, 1998 **New Listing**
16th Annual SAC & Recreation Training Conference, San Diego, **Contact:** CSAC, 415-957-9775

WISCONSIN March 27-28, 1998 **New Listing**
WISACA Annual Conference, LaCrosse
Contact: Stacy Randall, 608-758-8721

YMCA NAT'L CHILD CARE CONFERENCE
April 23-26, 1998, Chicago
Contact: 1-800-872-9622

NSACA April 30-May 2, 1998
10th Annual National School-Age Care Alliance Conference, Seattle, **Contact:** School's Out Consortium (206)461-3602

MASSACHUSETTS May 16, 1998 **New Listing**
MSAC 1st Statewide Conference, Central MA/Greater Boston, **Contact:** Jenny Amory, 781-283-2518

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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RESOURCES

Revised NSACA Standards Now Available

The revised and expanded edition of the ***NSACA Standards for Quality School-Age Care*** will be available Feb. 1. As we went to press we learned that the publication is on schedule.

The ***NSACA Standards*** is an assessment tool to help school-age programs assess their level of quality with an eye toward eventual accreditation by the National School-Age Care Alliance (NSACA). Designed to help programs rate themselves in order to make an improvement plan, included in the text are 144 standards with hundreds of specific examples that describe "best practice" in school-age care. Also included is a "next step" section to help you decide when your program is ready to pursue self-study and accreditation.

To order call School-Age NOTES at 1-800-410-8780 for credit card orders, or send prepaid orders to School-Age NOTES at P.O. Box 40205, Nashville TN 37204. Cost of the book is $14.95 + $3.50 for shipping & handling ($11.95 + $2.50 for subscribers).

Boys Town Workshops

Boys Town USA offers a variety of educational workshops, seminars, national conferences and other trainings for anyone involved in the lives of children. Notably, the 17th Annual Professional Child Care Conference will be held June 10-12, 1998 at Boys Town, near Omaha.

For more information call Boys Town at 1-800-545-5771. You can also go to the Boys Town website at <www.ffbh.boystown.org>.

Correction: In our December issue we incorrectly listed the website address for MayaQuest. That address should read <www.mecc.com/m[illegible]html>.

Web Sites

The following web sites may be of interest for staff, children, or parents :

DoJ Website for Teaching Tolerance

The Justice Dept. has opened a new website for children which is devoted to issues of prejudice and discrimination. The interactive site is titled "Hateful Acts Hurt Kids" and offers hateful scenarios to which they respond. The possible consequences of their responses is offered along with thought-provoking questions. To access the site go to <www.usdoj.gov> and look for the Kidspage link.

Common Sense Parenting

Let your parents know about the "Common Sense Parenting" Website at <www.parenting.org>.

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Summer Planning for Large Programs

The January issue of SAN had some examples of planning, scheduling, and registering from smaller summer programs. The following involves larger, multiple programs.

Pamela Quinn, Recreation Supervisor for the Shaker Heights, OH Recreation Department and Treasurer for Ohio Professionals for School-Age Care, shared some of her approaches for summer programming.

She developed a non-traditional summer camp four years ago. They have between 400-500 children ages 2 1/2 thru 16 enrolled over a 9 week period in the summer.

They cut staff costs by using contractors for some of the activities as well as lowering material and supply costs. They begin planning the camp in October. The camp brochure is ready by January.

Regarding registration, Quinn says, "It is an enormous effort on our part to provide the fastest and easiest method of registration that we can. Every year, at the conclusion of camp, as a staff, we sit down and do a 'postmortem' so to speak on what went well and what didn't, how do we make registration more efficient and so on. Included in this meeting are clerical staff so everyone has input and we are all on the same page when it comes down to planning."

There are six summer camps run by the Recreation Department:

√—**The Day School** at the Family Center is for 2 1/2 to 5 year-olds. It includes half-day, 3/4 day, and full-day registration options. The enrichment and recreation activities are planned in three-week blocks that last year included water activities, multicultural festivals, and physical and large movement activities.

√—**Rainbow Connection** is their traditional summer camp, offering a variety of activity choices. The K-3 program is at one site and grades 4-8 at another. Parents and children fill out a "schedule worksheet" offering first and second choices during four daily activity sessions from 9:15-3:15 for each week. There are "schedule worksheets" for grades K-3, 4-5, and 6-8.

The K-3 have opportunities to sign up for over 30 activities including: crafts, ballet, soccer, gardening, games/puzzles/LEGO, hiking, and some extra fee and time activities like horseback riding. Grades 4-5 have additional options such as cartooning, archaeology, fast pitch skills, automobile design, volleyball and bowling (extra fee/time). Grades 6-8 have added activities such as wrestling, sculpture, and rock climbing (extra fee/time).

Before and after camp care is also provided for the Rainbow Connection attendees for a fee. Its description includes, "Activities will be structured so your child can relax after a day of excitement at camp or continue playing games and participating in sports or a special arts and crafts project."

√—**C.I.T. Camp** ("counselor-in-training") is for ages 13-16. "This camp is an opportunity for middle and high school students to learn camp routines and develop leadership skills for future summer camp employment.

√—**Camp Eagle** is for children with special needs where emphasis is placed on developmentally-appropriate recreational activities.

√—**Specialty Camps** include Computer, Heritage, Nature & Science, Chess, Invention, and Summer Stock.

√—**Sports Camps** consist of Basketball, Soccer, Fencing, Baseball, Lacrosse, Softball, and Tennis.

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President & White House Support School-Age Care

Speeches & $$$ Galore

The importance of quality after school programs has garnered attention and 100 % support from President Clinton and other key White House figures as evidenced by a White House Conference in October (see SAN, Dec.'97); the passage of a $40 million grant package in Congress (see SAN, Aug.'97 and Feb.'98); a White House press conference on Jan. 26th; and Clinton's comments at his State of the Union address on Jan. 27th.

"Every child needs someplace to go after school."

— President Clinton

Clinton, Vice President Gore, Mrs. Clinton, and Secretary of Education Richard Riley gathered in the Roosevelt room of the White House on Jan. 26th, the day before the State of the Union address, to announce that the Mott Foundation has pledged $55 million to "help ensure that after school programs supported by federal funds are of the highest quality." (see related story). Un-

(Continued on page 6)

Editorial

Politically Incorrect, Too Incorrect

Differentiation is not only okay it is necessary for our professional field to evolve.

by Rich Scofield

The February issue of SAN referred to a workshop at the National School-Age Care Alliance Conference in Seattle in the Professional Development Forum that I will facilitate as "Politically Incorrect–Who's In, Who's Out"—Thoughts on defining our field and who we serve.

Apparently the conference's diversity committee felt "Politically Incorrect" was too incorrect and changed the title and the description from what was submitted to what was in the preliminary conference program. The title was changed to "The Evolving Field of School-Age Care" and the description talked about out-of-school time and ensuring all programs serving children and youth...be included.

I can understand, perhaps, how my concept of Bill Maher's late night TV program "Politically Incorrect," which has rapid fire discussion about various issues, may not be communicated in the title. And we are fortunate to have hard working volunteers who are willing to look at things from many points of view including appropriateness. But I am concerned that the description got changed from defining school-age care to defining out-of-school time. I believe they are different. One within the other.

All school-age care is a part of out-of-school time but not all out-of-school time is a part of school-age care. Or as I questioned in the June 1994 issue of SAN, "What is the difference between an after school program and a program after school?...What are the characteristics of school-age care that distinguishes it from other programs and events for children and youth that occur during their out-of-school time?" This session will focus on defining school-age care not out-of-school time.

Ironically changing the title to include "evolving" emphasizes differentiation rather than inclusively "lumping" everything into one field. The dictionary definition of evolve is: - "to develop as by a differentiation of parts or functions to a more highly organized condition." And evolution is: - "The series of changes as by natural selection, mutation, etc. through which a given type of organism has acquired the characteristics differentiating it from other types."

All school-age care is a part of out-of-school time but not all out-of-school time is a part of school-age care.

We need to set the boundaries of school-age care to help define and differentiate who we are and who we serve. On the other hand, it is not incongruent to have the professional field of school-age care have a national conference which may broaden its purview and be more inclusive of the broader field of out-of-school time. Conferences should broaden your view and give you glimpses of areas you may not normally see. But that doesn't mean the content of the conference is the definition of the field. But it also doesn't mean broadening the field becomes the norm. If you broaden the conference to include Sunday school classes, violin lessons, residential child care, and sports teams, you would find a caucus to advocate for the specialized interests of school-age care.

Seattle...

For more information on workshops and other options at the NSACA conference in Seattle, see page 3.

Preschool Misprint

Michelle Seligson of the National Institute on Out-of-School Time, Wellesley, MA called us to say that in their press announcement, which we quoted in the February issue, the reference to preschool was an error. What we said was, "The School-Age Child Care Project at Wellesley College changed its name to the National Institute on Out-of-School Time (NIOST). In its newsletter for rural out-of-school initiatives it states, 'The change is designed to reflect the critical need and importance of offering out-of-school programs to middle school students as well as to **pre-** [emphasis added] and elementary school children.'"

Seligson wanted readers to know that the reference to "pre" was a misprint.

Clinton Says...

"In addition to all the positive benefits, I think it's important to point out that the hours between 3:00 p.m. and 7:00 p.m. at night are the most vulnerable hours for young people to get in trouble, for juvenile crime. There is this sort of assumption that everybody that gets in trouble when they're young has just already been abandoned. That's not true. Most of the kids that get in trouble get in trouble after school closes and before their parents get home from work. So in the adolescent years and the later years this is profoundly important to try to give kids something to say yes to and something positive to do."

— President Clinton, January 26, 1998

School-Age NOTES

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Dividing Teams

by Bill Michaelis, Ph.D and John O'Connell

Fairness and playing by the rules characterize the school-age child from 7-10 years old. Staff working with this age group need techniques for choosing teams that the children view as fair. Bill and John use the following to avoid conflicts when picking teams.

Here are a few "cheap tricks" for dividing teams without picking anyone last (as in "Captain's" methods) or letting children be with their buddies all the time.

- **Partners** (the quickest, best way to make two even teams): Have school-agers get a partner, then say good-bye to them with one partner becoming a member of one team, and one becoming a member of the other team. Voilá! Two even teams. (If necessary, have one partner sit and have all the standing people cluster by you as one team.)
- **Count off by 5's** (the best way to break up cliques): Have the children line up shoulder to shoulder and count off by 5's (apples, peaches, plums, pumpkins, pears, etc.) As the leaders, you can now select the 1's and 2's (or apples and peaches) as one team, or 1's and 3's, or 2's and 3's, etc. Have the 5's cluster around you and assign some of them to one team or another to even things out if necessary. This gives you more flexibility.
- **Birthdays:** The people born in the first six months of the year are on one side and the second six months on the other.
- **Alphabet:** People whose names begin with letters in the first half of the alphabet vs. the second half.
- **Odd/Even Days and Months:** People born on an odd number day (or month) on one team – "evens" on the other team.
- **Nails:** Have the children look at their nails. If they look at them palms up, fingers folded, they're on one team; palms down, fingers straight are on the other.
- **Stand on one foot:** Children standing on their left foot are on one team; those standing on their right foot are on the other team (variations include folding arms or thumbs – right arm or thumb on one team, etc.)

All of the above techniques have at their core the idea of picking teams quickly and arbitrarily. And remember if the teams are not exactly even, you reserve the right as general manager to make a couple of quick "trades."

Have school-agers get a partner, then say good-bye to them with one partner becoming a member of one team, and one becoming a member of the other team. Voilá! Two even teams.

The next few techniques take a little longer or are used in a more integrated fashion. But they are just as effective and fun for picking teams.

- **Ducks and Cows:** Children close their eyes. Either the play leader whispers either "duck" or "cow" in the ear of each child, or they decide which they'll be. At a given signal, with eyes closed and "bumpers" up (hands in front of them), the children find their fellow ducks or cows by quacking or mooing, then cluster together. Of course, pick any animals you want for this exercise.
- **Mingle:** The group walks around shaking hands with others and saying "Mingle, mingle, mingle," etc. Then the leader says, "Groups of 3's hands on heads!" The kids cluster together. More mingling then "Groups of 5 sitting with elbows linked!", and so on until you get to the size team you want. "Groups of 20 in a shoulder to shoulder line!"
- **Presets:** Use colors, cards, stickers, puzzle pieces, etc. for this exercise. As the children enter the area where the activity or game is to take place, hand each one a playing card (as an example). Later, you can say, "All the Hearts on one team," etc. The same principle applies to hundreds of other grouping techniques. Give the children different puzzle pieces, for example, and the children who hold the pieces that form a complete puzzle then become a team.

Remember to always keep it **FUN, FAIR,** and **INCLUSIVE.**

The preceding material comes from New Games Play Leaders Handbook *by Bill Michaelis and John O'Connell.*

Bill Michaelis is a professor of Recreation and Leisure Studies at San Francisco State University and Director of Children Together, *an international play event and leadership training organization. For more information on this book or other materials by Michaelis or for information about Children Together or workshops and trainings by Michaelis, call 415-338-7576 or write to 338 Reichling Ave., Pacifica, CA 94044.*

Seattle – 2,3,4 or More Days

Choose the number of days to expand your professional development at the National School-Age Care Alliance (NSACA) 10th Annual Conference in Seattle, WA, April 30-May 2.

Short on time and hotel $? Try attending for just Friday and Saturday. This is the meat of the conference – over 20 workshops each session. Some airlines have "red eye" flights leaving midnight Saturday that are cheaper plus save a night's hotel. Do this and you only have two nights' hotel costs. Fly in early on Thursday, grab an extra half-day of workshops plus hear the opening keynote Thursday evening.

Want more purpose in your professional life? Attend the Thursday professional development and public policy workshops—plenty to get your synapses popping with new visions and goals. Try the afternoon site tours and the special careers session at 4:45-6:45.

Are you a SAC junkie, can't get enough? Try 4 days of SAC with the two special full-day preconference sessions on Wednesday April 29th; both require an extra fee. Adventures in Peacemaking which is a national curriculum on conflict resolution is $65. Hear national experts on middle school programs for $40.

Want more of Seattle? Try the city and island tours Sunday (info. in program) and take the "red eye" home Sunday night.

Call 206-461-3602 for Conference registration information.

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"April showers...

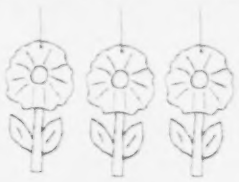
Umbrella Fun

Place an opened umbrella on its side so the children can see the top. Shine a bright light inside the umbrella. Hold different objects between the light and the umbrella. The one who identifies the object that is making the shadow chooses the next shadowy object. Have a selection of items available, out of sight, to choose from.

...bring May flowers"

Water Your Flowers

Flatten a round paper coffee filter and paint it with water. Dot the filter with a few drops of water color paints or thinned-down tempera paint. As the filter absorbs the water and paint, swirly designs will appear. Let the flowers dry thoroughly, attach construction paper leaves and stems and hang in a sunny window.



'Handy' April Days

Handy Information

Joseph Lister, born April 5, 1827, studied germs and how they cause disease. Based on his research and recommendations, the improvements in sanitation and use of antiseptics in hospitals saved the lives of many patients.

Use a soft brush and lots of soap to demonstrate how thoroughly doctors now wash their hands, all the way up to their elbows and for at least 5 minutes. (Perhaps invite a parent or other relative who is a doctor or nurse to demonstrate, or ask a medical student or intern from a local hospital.)

Get several pairs of latex gloves and show how medical professionals protect patients from infections. Let the children try them on. For fun, blow the gloves up; they'll look like chickens. (**Caution:** Some gloves come with a powder coating on them that can trigger allergic reactions to those sensitive to latex. Look for non-powdered gloves or ones marked "hypoallergenic.")

Lend A Hand

On April 5, 1887, Anne Sullivan taught a blind and deaf girl the word "water" by making the shapes of letters in her hand. The girl, Helen Keller, went on to college and became a famous author. Find a book on sign language and help the school-agers learn some basic signs. Some examples: book: arms out, palms together, open hands like a book; give: extend hand from giver to receiver with all five fingertips touching; happy: bring open, flat palm to chest and brush up with fingertips, repeat.

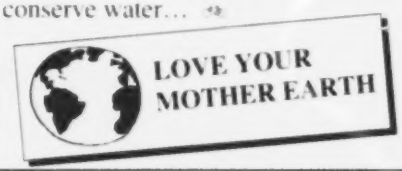
Sign for "Happy"

Handball

On April 6, 1974, Hank Aaron hit his 715th home run and broke Babe Ruth's record. He played baseball for 25 years and made a total of 755 home runs. Play a game of handball: use a beach ball, basic softball rules, and your hand rather than a bat. Hit a homer for Hank.

Earth Day

On April 22, the 28th annual Earth Day will be observed. Find 28 ways to celebrate. Draw a picture, pick up litter, plant seeds, sing a song, find out about organic food, learn about compost, recycle by using newspaper to draw on, conserve water...



Marvelous Magnets

Plan ahead and make a Mother's Day, May Day, or any-day gift. Mix up Plaster of Paris according to package directions. Pour the mixture into flower-shaped candy molds. Remove when dry. Paint the flowers with tempera paints and attach a magnet strip to the back with glue. Accompany the magnet with a card or drawing to display on the refrigerator, file cabinet, or other metal surface.

Egg Hunt

Hide cut-out paper eggs, only one for each child, with a challenge written on each egg. When the children find the eggs they must perform the challenge: tell a riddle, rhyme three words, hop twice while sneezing, etc. Have a few of the children hide the eggs again for a different challenge on the second round.

Mousetrap

All players stand in a circle with legs spread apart, each right foot touches the next player's left foot. One person stands in the middle of the circle and tries to throw a kickball or soccer ball out of the circle through the players' legs. Players in the circle try to stop the ball with their hands, but cannot move their feet. The first player to move their feet or allow the ball out of the circle between their legs trades places with the center player.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Mary Swain Landreth* of Orlando, Fla.

77 Activity Ideas

The minimum number of Activity Ideas in this issue is 77.

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APRIL CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
EGGSTRA SPECIAL	Outside, try spinning eggs, hard boiled and raw, with the pointy side down on a flat surface. Which one spins? Which one doesn't? Why?	Have an egg coloring contest using colored chalk to draw and color eggs on the sidewalk.	Read *Green Eggs and Ham* by Dr. Seuss. Have the children repeat the refrain, "I do not like them Sam I Am..." instead of reading it.	Act out "hatching" charades: a hen that clucks and flaps when her egg hatches, a dinosaur that roars and stomps, etc. Alternate between 2 teams acting and guessing.	Have each child make a tiny nest by filling 1 section from an egg carton with dry grass, yarn, or paper strips and eggs made from play dough or clay.
ACT UP	Using real props (hats, tools) or drawn and cut out pictures, children pantomime jobs that sound interesting. Who can guess them?	On a signal, everyone becomes a certain animal. When signal changes, change animals: 1 clap of hands, act like puppies, 2 claps, act like kittens, and so on.	Outdoors contest: pretend you are a kangeroo. Who can jump the highest, longest, most times without stopping?	The group acts out what it must feel like to be: a bubble floating through the air, an inchworm crawling, a windshield wiper. Think of more.	Act like a favorite cartoon character. Introduce yourself and explain who you are and what you do.
ONE POTATO, TWO POTATO	Play "hot potato" with a real potato. Pretend the potato is hot and has to be thrown from person to person as quickly as possible.	Cut a potato in half and cut out a design. With another potato, cut out around the design. Dip into tempera paint and stamp the designs on paper.	Sprout a potato in a jar of water, leaving the top half of the potato out of the water. Keep a record of what happens each day.	Have potato chips for snack. Discuss how they are made. Compare them to apple chips or corn chips. What other foods can you make chips from? Would kids eat them?	Potato sack racing. For an indoor version use paper grocery bags on each foot instead of hopping in a sack.
PUZZLING	Show how to work a crossword puzzle and help children make one up using their names and clues about themselves.	Write the words of a sentence from a children's book on separate cards and scramble. Which team can reconstruct their sentence first? Can the words be constructed in other ways?	Make two-sided jigsaw puzzles by gluing 2 different pictures to each side of cardboard. Trace puzzle shapes on one side and cut out. Which puzzle will you work first?	Let everyone try a maze, then challenge them to make their own for someone else to figure out.	"Build" 3-dimensional geometric shapes using cheese cubes and small pretzel sticks. Be creative. Name your shape; explain it to the group, then eat as snack!
APRIL SHOWERS	Try to forecast a week's weather. Are you right as often as the weather forecasters? Make a chart and compare your guesses and theirs.	Have a rain (or sun) dance. Play slow music to calm the group, or faster music to let off some steam.	Have a rain gear modeling show. Let kids model their favorite rain coats, hats, umbrellas and galoshes, or create unique rain costumes, the wilder the better!	Show different kinds of clouds and have children make them using cotton balls and glue. (Try *The Cloud Book* by Tomie dePaola.)	Outline puddles on the sidewalk with chalk. Choose sunny and shady puddles. What will happen to them as the day progresses? Discuss evaporation.
SHOP AROUND	Give each group an "amount" to spend on items chosen from appropriate catalogues. Photocopy the order form and have them fill it out; don't forget taxes and shipping.	Bring in empty cereal and other food boxes, including store and national brands. What's the difference in price, looks, value?	Use play money to reward good or improved behavior. Cash in at the end of the month for special snack time or other treats.	Bring in pictures or samples of money from other countries. Some is very colorful. Design your own.	Explain barter then trade chores for special activities: helping clean up for first chance at a new game; passing out snacks for choosing story at group time...

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President & SAC...

(Continued from front page)

precedented for school-age care is that each of the four speeches emphasized the importance of quality after school programs.

[Clinton proposed an additional $1 billion for] "a national initiative to spark private sector and local community efforts to provide after school care...to half a million more children."

Specifically Clinton stated that, "Every child needs someplace to go after school. With after school programs we can not only keep our kids healthy and happy and safe, we can help to teach them to say no to drugs, alcohol, and crime; yes to reading, sports, and computers. My balanced budget plan includes a national initiative to spark private sector and local community efforts to provide after school care...to half a million more children."

During his State of the Union address the following day, Clinton again mentioned after school programs, asking Congress to "dramatically expand our support for after school programs."

Secretary Riley announced that there would be a proposal to fund an additional $1 billion to new after school programs for 500,000 children. It remains to be seen whether this $1 billion will be funded by Congress and what the parameters for use of those funds will be, such as limited only to programs connected to schools and in rural and urban areas.

SAC National Splash Overshadowed

Unfortunately, just as after school care is emerging into the limelight and receiving attention from the highest offices in the nation, the issue was overshadowed when President Clinton chose the press conference announcing his support of school-age care to also make his first public statement concerning the Monica Lewinsky situation. The sound bites aired by the media from that conference did, of course, focus on those last few terse comments made by Clinton about "not having sexual relations with that woman."

Mott Foundation Pledges $55 Million for SAC

The Charles Stewart Mott Foundation announced during a White House press conference on Jan. 26th that it has pledged up to $55 million in support of a five-year, $1 billion federal proposal to expand before- and after-school programs for children through the 21st Century Community Learning Centers program (see *SAN* Aug.'97 and Feb.'98). The money is in addition to a $2 million Mott grant to fund 11 regional "bidders" workshops to assist schools applying for $40 million in federal monies in the current fiscal year.

This money will go for training and technical assistance to help achieve four goals: integrate learning into after school programs; expand access to quality extended learning programs; ensure program availability among low-income and hard-to-reach populations; and develop innovative models to be shared with the field.

(For full information on the Mott grant, "bidders" workshops, and the White House speeches go to www.mott.org on the Web.)

The Vice-President on SAC...

"This period of time between the school bell and the factory whistle is a most vulnerable time for children. These are the hours when children are more likely to engage in at-risk behavior and are more vulnerable to the dangers that still exist in too many neighborhoods..."

—Albert Gore, Jr., January 26, 1998

Are Private & Non-School Programs Left Out?

School-Age NOTES received a phone call from a director of a before- and after-school program run by the Salvation Army. She had read the article in our February issue about the $40 million grant. She asked us, "Will we be allowed to apply for grant money since we are not connected with a school?"

Start talking with your school systems to see how you might work together. And start brainstorming as to how you can help the schools.

Ah, therein lies the rub! We here at School-Age NOTES are certainly not ones to disparage this historic occasion of millions of federal dollars, perhaps as high as $1 billion over 5 years, being allocated specifically for increasing the number of after school slots available. However, from what we've read so far, it appears that all of these millions of dollars, including the $55 million pledge from the Mott Foundation, are being earmarked for the 21st Century Community Learning Centers program which is geared exclusively to public school systems that can implement extended learning centers in public school buildings "beyond regular school hours." More specifically, the program guidelines state that priority will go to rural and inner city schools who can demonstrate that they serve "high-needs neighborhoods" and be "open to all community members."

So where does this leave the thousands of after school programs which are run by city recreation departments, the YMCA/YWCA, Camp Fire, churches, private schools, private and non-profit child care programs and a

(Continued on page 7)

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Left Out?...

(Continued from page 6)

myriad other organizations? At this point, we really don't know.

Part of the confusion is the language being used by the President and others when discussing the nature of funding for after school programs. In the White House press conference on Jan. 26th, Clinton said that his plan includes a "national initiative to spark private sector and local community efforts to provide after school care." In additional comments he stated, "our plan involves a public-private partnership." Our (SAN) initial reading of "public-private" interpreted this as a governmental partnership helping private and non-profit agencies like those we mentioned above. However, on a closer reading of press materials out of the White House, we wonder now if the reference is only to the fact that a private group like the Mott Foundation is partnering with the federal government to fund public school programs.

Our suggestion is to start talking with your school systems to see how you might work together. And start brainstorming as to how you can help the schools. Can private and recreation programs provide enrichment activities such as dance, music, or sports? This will take creative planning and creative partnering to work.

Hopefully clarifications will come as the struggle begins to get Congress' approval to appropriate the additional $1 billion. *School-Age NOTES* will continue to report additional information and facts as we receive them and will continue to be a forum for discussing these important issues.

What the First Lady Said...

"...we all know that high quality child care needs don't disappear when children start school. It's estimated that up to 5 million school-age children spend time as latchkey kids, without adult supervision. That's why...the President is making a significant investment in after school care."

—Hillary Clinton, January 26, 1998

Quote the President

Feeling a bit of White House overload in this issue of *SAN*? Yes, there is overload and it is because of the historic time for our field.

So how can this help private programs, non-profits, and others who are so far left out in this rush to fund "community learning centers"?

Quote the President, Vice-President, and Mrs. Clinton to parents, legislators, funders, and community at-large. Use these quotes in brochures, advertisements, funding proposals, and press releases. Invite legislators and community leaders to visit your program and use the White House quotes as reasons they should see what is already happening in their community to solve this problem that concerns the President.

In addition to the Clinton quote on page 2, *SAN* has underlined Presidential quotes on pages 6 and 7 and included quotes from the Vice-President on page 6 and Mrs. Clinton on page 7.

For further great quotes see the Dec.'97 *SAN* for what Michelle Seligson said at the White House.

Quick Notes

U.P.S. "Ups" Rates — SAN Stays Pat

The United Parcel Service increased its shipping rates February 7, 1998. While this has become an annual increase, School-Age NOTES will maintain the same shipping and handling charges for orders from our catalog (there is no shipping charge on the newsletter) that have gone unchanged since 1992.

"Bubbles" Out of Print

After printing and distributing our **Spring 1998 After School Program Catalog**, we were informed that the book *Bubbles*, by Bernie Zubrowski, is out of print and no longer available.

London Anyone?

London, Ontario, Canada That Is!

The 9th Annual Conference of the School-Age Care Association of Ontario will be held October 14-16, 1998 in London, Ontario, Canada. Potential presenters are invited to submit workshop proposals for the conference, which is expecting approximately 200 attendees.

Send no more than two typed pages which, in addition to standard data like name, address, phone/fax/e-mail, include a brief title of the presentation, brief description of the the presentation, and two references pertaining to presentation experiences.

The deadline is looming so fax proposals to 519-471-3576. Call 519-438-2568 for more information.

SAC CONFERENCES

PENNSYLVANIA March 20-21, 1998
"Beating the Heat", Philadelphia. **Keynote:** Rich Scofield. **Contact:** Diane Barber, 215-643-3841

ILLINOIS March 20-21, 1998
IL SACC/Chicago M.O.S.T. SACC Staff Conference, Chicago. **Contact:** Julie Erichsen, 800-649-1766

CALIFORNIA March 27-28, 1998
16th Annual SAC & Recreation Training Conference, San Diego. **Contact:** CSAC, 415-957-9775

WISCONSIN March 27-28, 1998
WISACA Annual Conference, LaCrosse
Contact: Stacy Randall, 608-758-8721

IOWA April 4, 1998 **New Listing**
School-Age Track at Kaleidoscope ECE Conference, Council Bluffs. **Special Presenter:** Rich Scofield
Contact: Kathy Sorrell, 712-328-6448

YMCA NAT'L CHILD CARE CONFERENCE
April 23-26, 1998, Chicago
Contact: 1-800-872-9622

PENNSYLVANIA April 25, 1998 **New Listing**
Annual Conference of PennSACCA, Lancaster
Contact: Valerie Arters, 215-244-4014

NSACA April 30-May 2, 1998
10th Annual National School-Age Care Alliance Conference, Seattle. **Contact:** School's Out Consortium, (206)461-3602

MASSACHUSETTS May 16, 1998
MSAC 1st Statewide Conference, Central MA/Greater Boston. **Contact:** Jenny Amory, 781-283-2518

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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PERIODICALS

March 1998

RESOURCES

Teaching Tolerance Kit Available Free to Schools/ECEs

Teaching Tolerance, a project of the Southern Poverty Law Center has produced a resource kit, valued at $325, which they are making available to early childhood educators and elementary schools ***free***.

The kit, an excellent inservice training resource, includes a video based on the book *Starting Small: Teaching Tolerance in Preschool and the Early Grades*, plus 5 copies of the book.

To order this free package, have your principal or director send a request on school letterhead to: *Starting Small*, Teaching Tolerance, 400 Washington Ave., Montgomery AL 36104, or fax to 334-264-7310.

(The kit is free to early childhood educators only and will not be shipped to secondary schools. Limit of one package per school or organization. Allow 6 weeks for delivery.)

NASCO School-Age Catalog Available

NASCO, a mail order company specializing in products for schools and child care centers, has added a special school-age section to their new 1998 catalog, featuring 32 pages of products especially for school-age programs.

Request a free copy by calling NASCO at 1-800-558-9595.

Peter Alsop

Singer/songwriter and educator Peter Alsop has a variety of audiotapes, cd's, videos, and songbooks for working with young children, teens, and their families.

In a "singalong" format, songs deal with subjects like self-esteem, fears, separation, divorce, death, peace, special needs, and many more. For older teens and adults, social issues such as parenting, sexuality and drugs are covered.

To request a catalog of Alsop's materials, call 1-800-676-5480 or write to Peter Alsop, Box 960, Topanga, CA 90290.

Seattle Error

There is an incorrect phone number for discounted air travel to the NSACA Conference in Seattle as printed on the back page of the conference preliminary program. Under "Travel Arrangements" the last two numbers for Metropolitan Travel are transposed. The correct number is 800-574-8952.

Websites

A website designed to help children find exciting, entertaining, educational, and safe websites is located at **www.4kids.org.** The site provides links to numerous other websites such as: The National Gallery of Art, which provides a cybertour of the museum and allows you to choose by a particular area of interest or historical period; NASA, where kids can find out the latest about various space missions; and a "Pirates" interactive website from National Geographic.

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School-Age NOTES

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Martin Luther King, Jr.'s Legacy for School-Age Care

by Rich Scofield

Thirty years ago on April 4, 1968 the world lost Dr. Martin Luther King, Jr. to an assassin's bullet in Memphis, Tennessee. Our challenges in the field of school-age care cannot compare to the struggles of those whose forebears were enslaved for over 200 years and who then had to overcome 100 years of injustices to obtain their civil rights. However, Martin Luther King led the civil rights movement with words and wisdom that can be used to validate, motivate, and inspire what we do in school-age care.

Dr. King delivered his "I have a dream" speech in August 1963 at the age of 34. What are our dreams for the profession of school-age care? Not in sacrilege but in sacred respect, I speak of Martin Luther King, Jr. and mirror his words, for I have a dream, too.

The Dream

My dream for school-age care is that it will come to the national forefront, become recognized as an important part of a child's life, and receive the funding it deserves. We are beginning to see that part of the dream become reality as the President and national lawmakers call for more programs and more funding for after school programs. The other part of the dream is that people will understand its worthwhile outcomes and developmental implications. There will be an understanding of the developmental needs of school-agers after school and a recognition of children's need to play and learn in their own pursuits rather than those initiated and directed by adults.

Hopefully, as school-age care professionals, we all have similar dreams for the quality and direction of our profession. It is these dreams that sustain our motivation.

"Whatever your life's work is, do it well." — Dr. King

The Vision

I also share a vision that Dr. King had for individual's to be the best that they can be. Being our best is one way we validate ourselves. Validation certainly doesn't come from the wages we make in the youth and child care field. Our validation comes from knowing that we are meeting the needs of our children and youth after school to the best of our ability.

In 1957, at the age of 28, Dr. King said "Whatever your life's work is, do it well. Even if it does not fall in the category of one of the so-called big professions, do it well. If it falls your lot to be a street sweeper, sweep streets like Michelangelo painted pictures, like Shakespeare wrote poetry, like Beethoven composed music; sweep streets so well that all the hosts of Heaven and earth will have to pause and say, 'Here lived a great street sweeper, who swept his job well.'" He then quoted Douglas Mallock, "If you can't be a pine on the top of the hill
Be a scrub in the valley—but be
The best little scrub by the side of the hill,

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NSACA Seeks Accreditation Exec

The National School-Age Care Alliance (NSACA) headquartered in Boston has announced its search for a Director of Program Improvement and Accreditation. This important position will coordinate and facilitate activities, standards, grants, partnerships, and collaborations associated with NSACA's self-improvement and accreditation process for school-age programs nationwide.

If you are interested in exploring this opportunity to work with NSACA to implement its exciting initiatives supporting program quality and professional development, please call the NSACA office at 617-298-5012 for a job posting.

Revised Standards Ready

The newly revised *NSACA Standards for Quality School-Age Care* have been published and are available for sale. The Standards are the basis for NSACA's self-study and program improvement for SAC programs. The book offers 36 keys of quality with 144 standards covering all aspects of what constitutes best practice in school-age programs.

Call School-Age NOTES at 1-800-410-8780 to order.

King...

(Continued from front page)

Be a bush if you can't be a tree.
If you can't be a highway just be a trail
If you can't be the sun be a star;
It isn't by size that you win or fail—
Be the best of whatever you are."

Why is a vision of being the best important to school-age care? Over the past 15 years our field has learned that the key to a quality school-age program is the front-line staff who interact with the children and families on a day-to-day basis. It is the on-site caregiver who has the daily responsibility and challenge of creating a program that:

- is exciting and fun yet safe
- fosters independence but is nurturing
- promotes responsibility without being over structured
- develops a sense of purpose but also tempers school-agers seriousness by developing their sense of humor
- and finally a program that allows flexibility and freedom of choice within a secure setting.

It is the caregiver that makes a difference because it is how a program is done, not how much equipment there is nor how many activities get completed each day, that is important.

Our Purpose

It is our sense of purpose that we rely on to inspire us. Why else would we take usually part-time and often split-shift jobs at low wages, in space that might be challenging, to work with kids who will test on a daily basis our flexibility, adaptability, creativity, and spontaneity, as well as testing our patience? It is the opportunity to recognize and fulfill a purpose, in a world where others believe they can't make a difference, that inspires us.

We make a difference in our children's and families' lives and that gives us purpose. Dr. King felt that he had a mission and purpose. "I am convinced that the universe is under the control of a loving purpose, and that in the struggle for righteousness man has cosmic companionship. Behind the harsh appearance of the world there is a benign power."

King's son Dexter Scott King wrote about his father's mission as a calling, "...my father's gifts of writing and oratory, [which were] developed early in his life, were so profound that they were indeed God-given. When you are in an environment where people, like my father's parents, were very spiritual, you get drawn by a higher power at work—most often with no control over the forces at hand. Once my father understood his calling, he had no problem surrendering himself to that will of God with an unfailing commitment to stay the path, no matter what the obstacles."

King's life demonstrated that commitment early on. At the age of 19 he was ordained as a Baptist minister and three months later graduated college with a B.A. degree in sociology. He went on to receive a B.D. degree from seminary school and a Ph.D. degree from Boston University. Then at the age of 26 he led the Montgomery, Alabama bus boycott in protest of the arrest of Mrs. Rosa Parks for not giving up her bus seat to a white man.

Dr. King referred to civil rights as the "noble cause" no matter what profession a person pursued. Think of school-age care as your mission when you read his words to 26,000 students in their second march in Washington, D.C. in 1959 when he was 30 years old. "It will enrich your spirit as nothing else possibly can. It will give you that rare sense of nobility that can only spring from love and selflessly helping your fellow man. Make a career of humanity."

Dr. King's sermon the night before he was assassinated is known for the ending where he talks as if he has had a premonition of his death. He says he doesn't know what will happen but it doesn't matter because he has been to the mountaintop and he has seen the promised land. And even though he might not get there with everyone else he is happy and not worried about anything and not fearing any man.

But many people do not know his other words and wisdom that night. So it may be fitting to use those as a final tribute to inspire us to greater endeavors in school-age care.

"Let us rise up tonight with a greater readiness. Let us stand with a greater determination. And let us move on in these powerful days, these days of challenge to make America what it ought to be. We have an opportunity to make America a better nation."

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15 Years Ago in SAN...

The 10-Year-Old

by Bonnie Johnson

Editor's Note: *This article first appeared in the March/April 1983 of SAN, but still holds relevance today. Do you recognize your 10-year-old school-agers here?*

General Characteristics:

- Is in a comfortable equilibrium.
- Is sincere, happy, relaxed, confident, congenial.
- Is generally content with self.
- Is in one of the happiest of ages.
- Poised.
- Experiences outbursts of happiness—demonstrations of affection.
- Is able to tolerate frustration.
- Has a huge appetite.
- A perfectionist–wants to do well, but loses interest if discouraged or pressured.

Relationships with Others:

- Home centered—enjoys spending time with family.
- Respects parents and their role.
- Loves friends.
- Groups and clubs are strong with members usually of one sex...short in duration and a changing membership.
- Dislikes being with 6-9-year-olds.
- Nurtures preschool and younger children and animals.

Motor Skills:

- Eye-hand coordination good. Ready for crafts and shopwork.
- Delights in physical activity—running, skating, cycling, jumping.

Intellect & School:

- Enjoys learning.
- Loves to memorize.
- Rather talk and listen than work.
- Needs help in planning, but will take initiative and follow through.
- Skill development–such as cooking, carpentry, pottery.

Activities:

- "Fooling around" with friends.
- Large muscle activities.
- Collecting things.
- Doing odd jobs to earn spending money.
- Reading.
- Making a lot of noise.

Morals:

- Opposed to cheating.
- Believes in justice and fair play.
- Argues over fairness in games.
- More attention to what's wrong than right.
- Sees situations as either right or wrong.

In summary (can you really sum up a ten-year-old?), the ten-year-old child is an easy-going person to be around, has lots of interests and is striving to be more skillful.

For after school programs, problems arise out of two major characteristics. One, 10-year-olds do not like being involved with 6-9-year-olds. Many conflicts arise out of the rubbing together of these volatile surfaces. However, 10-year-olds can be ever so helpful with children five and under. The best approach is to allow 10-year-olds space and freedom from too close contact with 6-9-year-olds and many opportunities to help with preschoolers.

Second, their **strict** sense of right and wrong makes it difficult for them to see many sides of a situation or to be swayed from their ideas of "It's wrong" and "It's not fair." Child care workers can help 10-year-olds expand their viewpoints by gently introducing new ideas and options to them for consideration.

Where Are They Today?

Bonnie Johnson, who is married to SAN publisher Rich Scofield, worked as editor of *School-Age NOTES* up until 1991. A registered nurse and child development specialist, Johnson now has her own practice in holistic healing and therapeutic touch.

Two Men, Two Deaths, One Idea

While it was 30 years ago this year that Martin Luther King, Jr. was assassinated, ironically it was 50 years ago, January 30, 1948, that his philosophical mentor Mahatma Gandhi was assassinated. Two men who were assassinated over their common belief in nonviolence. *(See related story on page 1.)*

Dr. King based his philosophy and strategy for the civil rights movement on the nonviolence philosophy, strategies, and techniques used by Gandhi to protest British rule of India. Using nonviolence to overcome injustice was "using moral means to achieve moral ends." Dr. King said, "Gandhi was probably the first person in history to lift the love ethic of Jesus above mere interaction between individuals to a powerful and effective social force on a large scale...It was in this Gandhian emphasis on love and nonviolence that I discovered the method for social reform that I had been seeking..."

So where is the relevance for today's work with school-age care? It seems with all the concerns over youth violence that introducing school-age children and youth to the bravery of the followers of Gandhi and King who did not use violence to strike back even as they were attacked could be a model for them. It would fit with the conflict resolution alternative of "walking away." The children could spend the rest of 1998 learning about Gandhi and King and nonviolence and how it relates to their lives today. Perhaps the new interest and materials on character educaton and values that are being used in schools, YMCA's and other groups could be tied in.

While hundreds of millions of people have directly benefited in the past from these two men's actions over the one idea about nonviolence, the school-age field can make a choice now to continue to benefit in the future.

Pen-Friends Week International

In past issues we have encouraged programs to let the children correspond with pen-pals or to exchange correspondences with other school-age programs. May 1-7 is Pen-Friends Week International. Contact Dr. Stanley Drake with the International Society of Friendship and Good Will, 412 Cherry Hills Dr., Bakersfield CA 93309 for an information packet on international pen pals. Include $3 for the information.

May Day Merriment

May 1 is May Day. May Day celebrations date back to ancient times when the Romans offered bouquets of flowers to the goddess of spring. Today people still give flowers to neighbors and dance with colorful streamers around a May Pole.

Make your own May Day baskets for the children to give to neighbors, family members, or teachers. Start with a sturdy-weight paper, making quarter circle patters; then cut out.

Trace the pattern onto colored tissue paper, cut out and glue to one side of the heavier paper. Roll into a cone shape (with tissue paper on outside) and glue the edges together. Decorate with stickers, ribbon and markers. Make a basket handle with 1/2 inch wide strip of heavy paper, with it long enough that the basket can be hung from a doorknob.

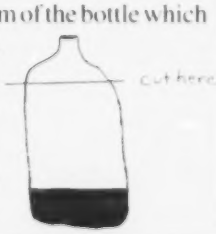
Fill the basket with candies, popcorn, and small tissue paper flowers. Hang on neighbor's front doorknobs; parents or sibling's bedroom doors, or classroom doors.

Terrific Terrariums

Bring a gift of the budding outdoors inside this spring by creating a terrarium. Gather these supplies: large glass jars with wide openings and airtight lids, sterilized topsoil, wooden spoon, ground charcoal, sand.

1. Start with a hike into the woods to gather small plants, roots and all. Teach environmental responsibility – take only what you need.
2. Wash out the jar and dry it.
3. Pour one inch of sand into the bottom of the jar and use the wooden spoon to make it level.
4. Mix some topsoil with the charcoal and pour about one inch of the mixture over the sand. Do not distub the sand base.
5. Add 2 to 3 inches of topsoil to form a third layer.
6. Using the wooden spoon, carefully scoop out a small hole in the topsoil. Place the plant in the hole and cover the roots with soil.
7. Add water to moisten soil - do not soak soil.
8. Seal the terrarium with the lid. In its air tight condition, the plants "water" themselves from the water vapor. The children will probably notice beads of water forming on the sides of the jar. Water only occasionally if the terrarium appears to be drying out, otherwise, resist the temptation to take the lid off.

For a fancier terrarium, try using layers of colored sand. Using a knitting needle, poke the sand close to the glass edges, pulling toward the centers as you remove. This creates designs in the sand. Spoon out the top layer of the sand, place soil in the hole, then plant. **NOTE:** A safer alternative to using glass jars is to use a 2 or 3 liter plastic soda bottle, with the thick black reinforcing at the bottom of the bottle which can be removed. Cut the top of the bottle off. Use the black bottom reinforcement as your airtight cover.



Mother's Joy Jar

Make these jars full of hugs for Mother's Day gifts. Gather glass jars (such as salsa, pasta sauce jars, or canning jars), puff paints in bright colors, multi-colored construction paper, small fabric pieces, pen, and scissors.

Cut construction paper into strips. Write messages of inspiration and assistance to mom on the strips, such as "Thank you for teaching me to skate;" "This coupon good for breakfast in bed on Sunday morning," etc. Curl the strips around a pen and place the curls in the jar. Draw a design on paper and use puff paints to transfer the design to the outside of the jar. With pinking shears trim the edges of the fabric, then glue to the jar lid. Add ribbon or lace trim to the edges of the lid. A great gift!

Flying High

May is still good kite-flying weather and these kites really fly. You'll need: wooden dowels, white garbage bags, permanent color markers, medium strength string, toilet paper rolls, scissors and duct tape.

Cut dowels to form a cross and tie together with string (may need duct tape for added strength). Cut garbage bag in a diamond shape to fit the dowel cross. Decorate with markers and reinforce edges with the duct tape.

Fasten the kite to the dowel frame with string and duct tape at all corners, and at the center. Cut string to the length projected for kite air-height and roll around toilet paper roll. Fasten the loose end of the string to the center of the cross. *(**Note:** Allow three or four 45 minute sessions to complete project.)*

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Suellen Nelles* of Fairbanks, AK.

38 Activity Ideas

The minimum number of Activity Ideas in this issue is 38 .

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MAY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
MAY BIRTHDAYS	May 8, 1863 - Jean Henri Dunant, founder of the International Red Cross. Find out what kinds of services the Red Cross offers in the U.S. and internationally.	May 12, 1812 - Edward Lear, famous for writing limericks. Find a book of limericks for examples, and then try your hand at writing a limerick.	May 15, 1856 - L. Frank Baum, author of *The Wizard of Oz*. Have an "Oz" day. Dress like characters from the story and act out different scenes.	May 19, 1925 - Malcolm Little, later known as Malcolm X. Why did he change his name? What did he try to teach people?	May 27, 1878- Isadora Duncan, a dancer who created modern classical dance, and usually danced barefoot. Take off shoes and improvise dances to classical music.
ODD MAY DAYS	May 7, 1989 - The first photos of Neptune were taken by the star ship *Voyager 2*. It took 12 years and 4.43 billion miles to get there. How many miles a year is that?	May 12 is the Cat Festival in Belgium. The citizens of Ypres, Belgium dress as cats on this day. Paint cat faces on everyone; have a meowing contest.	May 18, 1953 - Jacqueline Cochran became the first woman pilot to break the sound barrier. What does that mean? What other famous women pilots do you know about?	May 22 is the Calaveras County Frog Jumping Contest in Angels Camp, CA. Have a human frog jumping contest. Who can jump the farthest while squatting like a frog?	May 25, 1986 - During *Hands Across America* more than 6 million people held hands across the country. Everyone join hands and see if you can reach around the program building .
LINE-WAITING WINNERS	Think of a number under 1,000. Have the group guess numbers one at a time and you say higher or lower until a correct guess.	Group count: each person in turn says the next number. When you come to a multiple of 5, that person says "beep" instead of the number. Start over when an error is made.	Think of an object or person. Say five related words about the object to the whole group. Who can guess your secret word?	Leader gives a topic and the group rotates naming as many as possible. Change topic when stumped. Topic ideas: states, cards, TV shows, singers, flowers, etc.	Shopping by letters: one person says a letter. The groups says as many food iterms as they can think of in the grocery store starting with that letter.
BALLOONS	Build a large sculpture like a life-size clown out of balloons. The body can be a balloon-stuffed pillow case.	Tie a balloon to each ankle. Try to stomp others' balloons without getting your own stomped.	*Balloon Frenzy* - Large group, one balloon per person. All attempt to keep balloons aloft while being timed. 3 grounders, time stops. Try again!	*Crab-walk Soccer* - All players crab walk, even the goalie, while kicking a balloon for a ball. Set up goals 20-30 feet apart.	*Balloon Relays* - Have teams run with balloon between the knees or punching balloons in the air. Make up other balloon relays.
MUSIC	Form a junk band. Make instruments for all band players, choose a name and find an audience. Practice a couple of songs and have a concert.	Jug Shaker - Fill small plastic jug with jingle bells and wooden beads. tape lid and shake away.	Coconut Clappers - Sand and tempera paint hollowed out halves of coconuts. Clap together for a unique sound.	Paper-plate Tambourine - Paint sturdy paper plate and spray with glitter. Tie 3 evenly spaced jingle bells to the sides. Shake!	Musical Kazoo - Decorate toilet paper roll and attach wax paper over one end with a rubber band. Hum into the open end.
WHO WINS?	*Simon Says* with a twist - Have 2 games going. Those who are "out" in one game simply go join the other.	*Group Thumb Wrestle* - Have the group form a circle and join both hands in a wrestling grip. On signal, all thumb wrestle at once. Try not to laugh too hard!	*Pass the Mask* - Group sits in a circle while one player passes a silly face in one direction and a different one in the other. What happens when the two meet?	*Octupus Tag* - Kids line up on one side of gym with Octupus in center. On signal, all kids run across gym. Those tagged freeze in place, using their hands to tag others.	*Triangle...Square?* Have any size group grip a rope and attempt to form geometric shapes with the rope while blindfolded.

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Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for School-Age NOTES readers.

Major Initiatives At The Door

Can a major school-age initiative pass Congress this year? On the plus side: Enthusiastic support from the President and bills with big bucks from interested members of both parties in Congress.

On the minus side: Time. Legislators want to go home early to campaign for re-election. (They would also like to say they passed a bill on this politically popular issue.) But as of this writing, the House Republican leadership still hasn't introduced its promised alternative to President Clinton's child care plan. And though the Senate has taken several days of public testimony on child care, Republicans and Democrats have yet to try to resolve differences in approaches–a must if Congress passes anything. And in the few remaining legislative weeks, Congress has a full plate of other issues to address–everything from transportation to Monica Lewinsky.

Major possibilities for increasing school-age support on the docket:

- Expansion of the 21st Century Community Learning Centers Program. Clinton proposed quadrupling funding from $40 million to $200 million. The increase would keep 4,000 schools open with up to 500,000 children. But the proposal would leverage other money; grantees would have to put up half the funds for all programs. At least 10% of funds would go to collaborations between schools and community groups.
- Clinton's Child Care Initiative with $30 million in new funding for research and $100 million for licensing.
- The America Reads Challenge. FY98 appropriations legislation calls for spending $210 million for programs such as after school reading instruction if Congress authorizes the program by July 1. The administration calls for adding $50 million to the $210 million already conditionally appropriated.
- A $95 million Title V/At-Risk Children's Grant Program to replace $44 million in several smaller programs from the Office of Juvenile Justice & Delinquency Prevention (OJJDP). Congress is considering legislation that would allow school-age programs to use the funds for mentoring programs to keep youth out of gangs. States would get the funds and pass them to local communities.

Among legislative initiatives, the Child Care ACCESS (Affordable Child Care for Early Success & Security) Act (S.1610) introduced by 26 Senate Democrats, would create Grants to Increase the Availability & Quality of School-Age Child Care with $250 million in FY99, $400 million in FY2000, $600 million in FY2001, $750 million in FY2002, and $1 billion by FY2003. The bill would also approve the 21st Century increase and raise the maximum age of non-special needs children who could get Child Care & Development Block Grant (CCBDG) subsidies from 13 to 15.

More on SAC Funding

The following postings on the Internet's SAC listserv elaborate more on upcoming and potential legislation for SAC funding since President Clinton announced his initiatives:

***Kim Wade** from the Children's Defense Fund supplied the following:*

- Sen. Ted Kennedy (D-MA) announced on March 2 a bill called the America After-School Act (S.1697.IS). This bill would spend $7.25 billion over 5 years ($1.45 billion a year) on school-age care through:

✔ $250 million a year in juvenile justice funds for community-based school-age activities,

✔ $1 billion a year to expand the child care block grant for school-age care,

✔ $200 million a year for 21st Century Community Learning Centers.

- Sen. Christopher Dodd (D-CT) chaired a hearing on school-age care that featured testimony by Janet Frieling, leader in NSACA and Seattle's School's Out Consortium, and state Rep. Mary Margaret Oliver, who discussed Georgia's innovative Three O'Clock Project for middle-schoolers. Sen. Barbara Boxer (D-CA) also testified about her bill, the After School Education and Safety Act, which would provide $50 million per year in grants to schools for school-age care.

***Joyce Shortt**, of the National Institute on Out-of-School Time, offered this news on the listserv:*

The NSACA Public Policy Committee met in Washington DC the first week of March and conducted visits to their legislators. The platform that NSACA supports that was presented to the legislators includes:

1. Increased investment in child care by at least $20 billion guaranteed over five years.
2. Expanded before-and-after-school and summer activities for school-age children. Provide mandatory funds for SAC through the Child Care & Development Block Grant.
3. Improved quality of care through more accessible child care training, linking training to increased compensation.
4. Tax credits are a complement, not a substitute, for direct investments in child care.

Private Child Care Consortium Forms

The Winter, 1998 issue of the National Child Care Association (NCCA) newsletter announced the following:

"The National Child Care Association has joined with Children's World, Childtime Children's Centers, KinderCare Learning Centers, and La Petite Academy to form the Child Care Consortium. This partnership hopes to increase the presence of the private, licensed child care community in Washington and has retained an experienced firm there to lead its legislative agenda in the coming year."

NCCA also has an annual conference in March for owners and directors of private, licensed child care programs. For more information contact: NCCA, 1016 Rosser St., Conyers GA 30012. Phone: 1-800-543-7161.

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NAEYC Institute for Professional Development

The National Association for the Education of Young Children (NAEYC) will be holding its annual Institute Conference for Early Childhood Professional Development on June 17-20, 1998 at the Sheraton Bal Harbour in Miami.

[The] institute is designed for leaders, by leaders, to create new leaders.

This institute is designed for leaders, by leaders, to create new leaders. Professional development experiences are designed to deepen the participant's understanding of the ever-expanding early childhood knowledge base and to broaden the participant's awareness of adult learning styles.

Conference attendees will:

1) Explore policy and advocacy issues by learning about: federal/state policy initiatives; research implications for policy and practice; financing early childhood services; linkages between quality and compensation; strengthening public engagement in early childhood issues.

2) Promote high-quality programs for children by discussing: director credentialing; standards in child care settings; diversity and inclusion in early childhood programs; developmentally appropriate practice across the childhood age span, and

3) Enhance professional development and personal reflection by sharing knowledge about: professional teaching standards; cultural and linguistic diversity; adult learning styles; unified teacher education programs; distance learning and technology.

Early registration is encouraged. Registration fees are $195 for NAEYC members, $225 for nonmembers, and $145 for fulltime students. Call NAEYC at 1-800-424-2460 for more information or a conference registration packet.

Hotel reservations at the Sheraton Bal Harbour must be made directly with the hotel. Rooms must be reserved by May 15. NAEYC conference room rates are $152 per night for single/double, $182 per night for triple. Specify when making your reservation that you are attending the NAEYC Institute Conference. Call the Sheraton Bal Harbour at 1-800-999-9898.

Biz Tip #1

Check your letterhead on your fax cover sheet to make sure all addresses and phone numbers are in large font sizes. Fax machines tend to blur even medium size print.

Postal Problems Continue

With our change to 2nd class mail we are still experiencing some delivery problems. We know it took at least 3 weeks for some of you to receive your March issue. The April issue was published late, so we can't blame that on the post office, but we continue to work on improving our publishing schedule as we also try to work out the mailing kinks with our mail house and the post office.

Fee Collections Made Ez

SofterWare Inc. has introduced a unique solution to enhance school-age program fee collection. EZ-EFT (electronic funds transfer) is a software product that allows tuition information to be electronically transmitted for processing via electronic bank draft or credit card. This solution can completely eliminate paper checks and ensure that payments are always received on the day they are due. SofterWare will be demonstrating EZ-EFT at the upcoming NSACA conference in Seattle.

For more information call 1-800-220-4111.

SAC CONFERENCES

YMCA NAT'L CHILD CARE CONFERENCE
April 23-26, 1998, Chicago
Contact: 1-800-872-9622

NSACA April 30-May 2, 1998
10th Annual National School-Age Care Alliance Conference, Seattle. **Contact:** School's Out Consortium, 206-461-3602

MASSACHUSETTS May 16, 1998
MSAC 1st Statewide Conference, Central MA/Greater Boston, **Contact:** Jenny Amory, 781-283-2518

FLORIDA Sept. 18-19, 1998 **New Listing**
FLSACCC Annual Conference, St. Petersburg
Contact: Carol Gibson, 1-888-438-3123

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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PERIODICALS

April 1998

RESOURCES

SAC Management Trainings

Two week-long trainings designed and presented by the National Institute on Out-of-School Time will be conducted July 12-16, 1998 at Wellesley College in Wellesley MA.

- *Effective Management for School-Age Program Directors* (formerly the Leadership Institute) reviews the basic principles of operating quality programs for children, families, and staff. Especially for SAC program directors and site managers from community-based and public school settings, the course includes: strategies to recruit, retain, and compensate staff and volunteers; approaches to staff development, training, supervision, and evaluation; effective systems to manage fiscal resources and set administrative policies, and more.
- The *School-Age Child Care Advanced Leadership Institute* includes discussion on improving program quality through a national accreditation system, building a professional staff development system, public school and community collaboration, and more. Participants must have substantial experience directing a SAC program, or a state leadership role in SAC, national/state NSACA Board/Coalition membership, or as staff from CCR&R agencies.

Wellesley College is located 13 miles outside of Boston. The registration fee for each seminar is $500. For a brochure and further information contact Lillian Coltin at the National Institute on Out-of-School Time, Center for Research on Women, Wellesley College, 106 Central Street, Wellesley MA 02181. Phone: 781-283-2539, Fax: 781-283-3657, or email lcoltin@wellesley.edu.

Activities Club®

The Activities Club® provides an organized and creative approach to 52 weeks of programming designed for before-and after-school programs, summer camps, year-round intersessions and youth services. It has introduced thousands of children to a variety of topics that can develop into lifelong pursuits. The Activities Club® Theme Guides/Curriculums and Activity Boxes/Resource Packages provide hands-on projects for group programs. Prices start at $23.95. There are 17 different theme-based curriculums and matching resource kits. For more information call 800-873-5487, or 617-924-2309.

Teletraining

The national child care network (nccn) delivers training, continuing education and professional development programming direct to member child care centers each day through digital satellite broadcasting. Subscribers are provided with satellite dishes and receivers that broadcast programming on child care issues. An introductory subscription rate of $150 per month is available.

For more information contact: nccn, 1524 West Admiral, Stillwater, OK 74074, Phone: 405-743-3463, FAX: 405-743-3465, or check out nccn's website at www.nccn.com.

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Making Projects Successful

by Eileen Cross

Editor's Note: *Long summer days in a school-age program lend themselves to day-long or multi-day projects. Here are some tips for making these projects work from an article first published in May, 1988, 10 years ago.*

Often child care workers apologize to the school-agers when a planned activity is not successful. This negative attitude causes frustrations and stress for the adults and contributes little to the self-esteem of the kids. Frequently the school-agers end up believing they are the reason the project failed. To consider a project successful only when the outcome of the children's efforts are all the same is unrealistic. Nor is a project successful if the adult needs to finish it for that "perfect" look or to make corrections to achieve the "objective" of the project. The "successful" project is then done by the adult, not by the children. The adult then becomes solely responsible for the project. Frustration and stress for the adult and the kids and an unsuccessful project is the awful outcome.

What makes a successful project? Is there a magic formula for a successful project? No, there is no magic formula, but some helpful hints follow.

Plan Ahead

Planning ahead is a major component for a successful project. Will the project meet the needs of the school-agers? What materials will be needed for the project? Are the directions clear, yet not too simplified for the age level of the kids? Are *you* comfortable doing this particular project? For example: If you hate to cook, then don't try to do complicated cooking projects with the kids. You will be uncomfortable and so will they.

The day before you plan to do the project, review your plans. Are the materials ready and available to use? Nothing is as frustrating to a kid as waiting his turn to use the glue or waiting while the adult finds another pair of scissors. This is the point at which behavior problems – squabbling, whining, grabbing, fidgeting, interfering with other kids' work – may develop. This places unneeded stress on the adult and can lead to an unsuccessful project.

Allow Creative Freedom

Allow school-agers freedom to create their own end product, not your preconceived idea of how it should look or be. Therefore, the children not only have choice in doing one of several activities, but also choice in how to do a particular project.

Example: For a holiday activity, one project was to make stained glass hearts. Each child uses a heart-shaped cookie cutter for a mold and three pieces of hard candy for the "glass." The choice of colors was up to each child. Some chose red, others green, yellow, etc. The hearts were then baked at 350° until the candies melted. The different colors chosen reflected each child's unique creativity. The resulting project depended on the kids' choices and efforts, not the adults'. It was successful because the children did the project themselves (with a little help!) and because *they* were satisfied with the results.

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Hiring and Training Summer Staff

The following is adapted from an article by Rich Scofield in the March 1998 issue of Child Care Information Exchange *(CCIE) titled, "Staffing for Summer Programs." For more on summer care from CCIE see end of this article.*

Hiring staff for school-age programs is always a challenge and it is no different for summer programs. It is a balance. While you look for staff who have the energy and enthusiasm to work with children and youth all day long, you must also find staff who have the maturity to be responsible for children particularly when out in the community and staff who may bring special skills and knowledge to the program.

Linda Eisele of After School, Inc. in Madison, WI recommends that staff be able to change and be flexible for a longer day. They need to be a more laid-back type of person. Often literally laid-back, they need to be comfortable laying on their backs just looking at the clouds with the children. High energy people are apt to burn out in full-day care. Summer programs need individuals who can pace and sustain themselves for the whole day.

(Continued on page 2)

Summer Hiring...

(Continued from front page)

It is important for staff "to be on the same page" — to understand the philosophy of the program and to be a team member. Getting staff "to be on the same page" requires careful screening in the hiring process and involving staff in the conceptualization and planning. Involving staff means they have an investment in how well the new staff do and in the success of the summer program.

One definition of "professional" is a person who can make on the spot decisions based on a body of specialized knowledge. "On-the-spot decision making" includes using common sense. But young staff often have not developed this yet. Letting the kids jump and roll around in the bushes on a trail hike may seem like fun for the kids but it isn't fun for the ecosystem and is not fun if it results in poison ivy. New staff might not recognize that letting kids sit on a railing with a 10 foot drop behind them is dangerous.

The job interview helps determine if applicants have common sense and can be flexible, adaptable, and creative. Ask "what if" and "how would you handle" questions. What would you do if you were in a gym with 10 children and one chair or one cardboard box? Obviously if they say line all the kids up against the wall and wait (as one interviewee did), the interview might as well be over.

Eisele suggests to determine how people think on their feet pose programming questions. "How would you structure a day?" "If it's raining what would you do?" "Here are some craft materials (or recycle materials), what could you do with them?" She says, "You want to find out if you toss out an idea, are they able to build on it and give you variations."

Joan Walker of the Percy Priest Extended Day Program in Nashville, TN likes to ask both in the interview and during training, "What are you most afraid of happening this summer?" — Answers vary: a medical emergency; losing or forgetting a child; the van breaking down; a child throwing up in the middle of a field trip. Joan throws these scenarios back to the staff to generate solutions. The discussion generated by these situations often produces ideas that Joan would not have thought of herself. Sharing such fears during training helps the staff bond.

Orientation must go beyond pass-in-the-hall training because summer staff often have no formal background in working with school-agers.

Tracey Ballas, past-president of the National School-Age Care Alliance, suggests putting two older school-agers on the interview team. When the kids ask a question, does the interviewee look at the children or look at the director. This might indicate how well they relate to and value children.

Always ask applicants about their skills, hobbies, special interests, and what they liked to do as children. These answers help both in selecting applicants and with ideas for programming that would involve the new staff person.

Orientation must go beyond pass-in-the-hall training because summer staff often have no formal background in working with school-agers. Ballas offers some advice on training. Remember new hires are most receptive in the first two weeks and it's hard to break bad or lax habits later. Use role plays and other active learning techniques since they may be visual, auditory, or kinesthetic/tactile learners. Your agenda may be policies and procedures. Their agenda is when do I get paid, where do I park, and how many breaks do I get. Answer their agendas first so they are comfortable and can listen to your agenda.

Summer with all the outdoor time and field trips is a time when there are more likely to be accidents, emergencies, or crises. Staff have to know the safety rules and procedures.

- Develop guidelines for the playground and for field trips.
- Post a chart of emergency treatment.
- Post emergency numbers by the phone and with the mobile phone.
- Put together a first aid kit.
- Post copy of treatment for insect bites and stings.
- Staff should know which children have allergies to not only insect stings but also poison ivy, peanuts, pets, and other animals.
- Always have staff on duty that are trained in CPR not just the director since summer days are eleven hours long and the director is not there all the time.
- Provide training and workshops for staff.

Child Care Information Exchange *is a magazine for child care and early childhood directors. The March 1998 issue which celebrates their 20th year of publication includes five articles on summer programs for school-agers. SAN has made a special arrangement for our subscribers to receive this issue free while supplies last. Send a* ***written request*** *for a free copy of the March 1998 issue mentioning that you are a subscriber to School-Age NOTES to: Child Care Information Exchange, PO Box 3249, Redmond WA 98073.*

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Suffering Siblings

by Tracy Besley

Editor's Note: *Summer programs may be faced with sibling school-agers together all day, everyday. As a result, sibling conflicts may occur that would not necessarily happen if the two (or three!) school-agers were not related. The following is an article that was first published 10 years ago in the May, 1988 SAN with some thoughts on how to cope with sibling groups. The advice is still relevant today.*

Rusty, Ronnie, & Ruth:

Now eight-years-old, Rusty, Ronnie, and Ruth, triplets, argue and bicker almost constantly. They bring lunch in one big container and fight over having to share.

George, Akosua, & Jonathan:

George, 10, and Akosua, 9, follow Jonathan, 5, everywhere and run interference for him with other children. They make sure he gets the toys he wants and that no one takes them away from him. They have instructions from their mom to hit anyone who hurts Jon.

During the summer many programs have more sibling pairs and trios. School-agers, whose parents may have felt okay to leave them at home alone after school, are now needing all-day supervision. Increasingly, parents are looking for summer supervision for children as old as ninth grade. Siblings in the same program add a challenge, especially if one or more of the siblings is a teen.

How to surmount the summer-sibling scene and still have sanity when school starts? One of the things that has helped me is a book called *Siblings Without Rivalry*, by Adele Faber and Elaine Mazlish.

My first experience with siblings was with my own brother and sisters. I came to believe that I did not have much in common with them except having the same parents. I decided that given a choice, I probably would not choose my siblings as my friends. Faber and Mazlish write:

"Instead of worrying about siblings becoming friends, [we] began to think about how to equip them with the attitudes and skills they'd need for all their caring relationships. There was so much for them to know. [We] didn't want them hung up all their lives on who was right and who was wrong. [We] wanted them to be able to move past that kind of thinking and learn how to really listen to each other, how to respect the differences between them, how to find ways to resolve differences. Even if their personalities were such that they never could be friends, at least they would have the power to make a friend or be a friend."

The first step toward coping with siblings [is] giving up the expectation that [they] are going to behave reasonably toward one another simply because they are related.

So the first step toward coping with siblings, for me, was giving up the expectation that siblings are going to behave reasonably toward one another simply because they are related. When I let go of this expectation, I was able to allow their negative feelings toward each other. Before, I would deny their feelings with comments like "But she's your sister!" or "How could you? He's your brother!"

Faber and Mazlish point out a puzzling paradox:

Insisting upon good feelings between siblings led to bad feelings. *Allowing* (emphasis added) bad feelings led to good feelings."

I learned the hard way, as the authors point out, the importance of treating each child as a unique individual and avoiding comparisons. Whether favorable or unfavorable, comparisons cause unhappiness. Instead of: "Why can't you hang up your clothes like your brother?" try describing what you see, "I see your jacket on the floor." Or, describe what you feel, "That bothers me." Or describe what needs to be done, "The jacket belongs in the closet." Instead of: "You're much neater than your brother," speak only about the behavior that pleases you. Describe what you see, "I see you hung up your jacket." Or, describe what you feel, "I appreciate that. I like seeing our hallway looking neat."

The key though, is to remember that each sibling is special and unique and to treat them that way.

Where Are They Today?

In 1988 Tracy Besley was on the staff of School-Age NOTES. *She is now an animal advocate and is developing safety programs for children and dogs.*

Projects...

(Continued from front page)

Observe & Evaluate

Observe a project in progress. Be with the kids and do the project with them (but not for them!). Your involvement makes it possible for them to express their creative ideas. Encourage them to make suggestions for the current project as well as future ones.

Ask yourself the following questions:

- Are the children involved with the project?
- Through their creativity, do they stretch the ideas of the project?
- Are their skills being fairly challenged?
- Are the kids stretching or restricting their talents?
- Do they show interest through verbal communications and interaction?

Evaluate the answers to those questions for planning future projects.

Where Are They Today?

Eileen Cross continues to work as a teacher/consultant in Sacremento, CA.

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Family Day

June 6th is Family Day. Children come from a variety of family structures, as well as a variety of family heritage and culture. To celebrate Family Day ask each child to bring in something that best represents their family. Share these items with the entire group.

Or, draw pictures or make collages that describe the children's families.

Don't Forget Dad!

Father's Day is June 21. On the Friday before, June 19, have a Father's Day luncheon for the adult males in your children's lives. Besides fathers, they could invite grandfathers, older brothers, stepfathers, uncles — any adult male who figures prominently in their lives. During the luncheon, let the children take turns reading a one or two line statement about why their father figure is important to them.

Money Faces

Martha Washington, the first First Lady of the United States, was born on June 2, 1732. Mrs. Washington was also the first woman to have her pictures on U.S. paper currency. In 1886, a one dollar silver certificate was issued and in 1902 an eight-cent stamp was also issued with her portrait.

Create a sample of paper currency or a coin leaving a place for children's portraits. Children can either draw in their self-portraits or bring in photos to use. Make sure the currency has huge values, just like the value we see in the children!

A Day at the Beach

June is beach weather so plan a day at the beach for building sandcastles. So you don't live near an ocean beach? Look for lake areas with sandy beaches. Or create a beach in the program. If you have existing sand play areas in the program yard, divide the children into teams of 4-5 for a sandcastle building contest. Or use a watertable or large plastic dishpans filled with sand to create an indoor "beach." Let each child build a mini-castle, using the caps off shampoo bottles or hairspray containers for their "buckets."

Note: *If going to a real beach, remember your sunscreen and hats!*

Salad Day

June 4, 1070 is the day recognized for the invention of Roquefort (commonly known as blue cheese) dressing. Celebrate by making healthful, delicious salads for lunch. Ask each child to bring in one item for either a garden salad or fruit salad (or combine elements of both!). The more variety in the salads the better—include different types of nuts, sunflower seeds, beans, broken up chips, etc. What different types of green vegetables can you find? How many different colors can you include in your salad? What is the strangest or most tropical fruit you can include? Also include a variety of light dressings, preferably fat-free.

Wild Things

Children's author Maurice Sendak was born on June 10, 1928. Read *Where the Wild Things Are*. Let the school-agers dramatize the story. Don't forget to have a wild rumpus. Children can also draw pictures of their own "Wild Things." Find out what other books Sendak wrote for children.

Fashionably Red

Fashion designer Bill Blass was born on June 22, 1922. Whenever anyone needed an idea on what to wear, he would advise "Wear something red."

Have a "Red and Wild Day" with everyone in the program wearing something red. Have a fashion show and look for inventiveness and originality in the children's red garb. Staff people should have a fashion show as well!

Let the children try their hands at designing clothes using paper cutouts or fabric scraps.

Tree Rubbings

For a World Environment Day (June 5) nature activity, have the school-agers study the various trees at a local park. Have them do a tree rubbing by laying a white sheet of paper against the tree bark and rubbing the entire area of paper with crayon, chalk, or charcoal crayons. Press firmly in order to get the pattern of the bark on the paper. Let the children identify the trees they've rubbed through field guides, and compare the different bark patterns.

What other nature items can the children do a rubbing of?

Ice Cream Goodies

What's a summer day without ice cream? June 15, 1854 the first ice cream factory opened. Bring in an ice cream maker and make homemade ice cream. Survey the children to find out their favorite flavors. Make a graph to show the results. Most popular flavor is the one that gets made.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Alycia Orcena* of Marion, Ohio.

46 Activity Ideas

The minimum number of Activity Ideas in this issue is 46.

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JUNE CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
JUNE DAYS	June 5–*World Environment Day*. Create litter patrols and go to a local park to pick up trash (but no needles or glass!).	June 9–*Senior Citizens Day*. Visit a local retirement center. Take table favors made by the children to brighten up the seniors' lunch table.	June 18–*International Picnic Day*. Head to a local park with a picnic lunch and plenty of outdoor games. A rainy day? Spread cloths on the floor and picnic inside!	June 26–The Pied Piper of Hamelin was followed by 135 kids. Why? Find other Pied Piper stories. Re-enact the story with a parade through the program and outside.	June 30–In 1859 Jean Gravelet crossed Niagara Falls on a tightrope. Have a tightrope contest with a length of rope or thin piece of lumber lying on the ground.
SPECIAL JUNE EVENTS	June is **National Dairy Month**. Quiz children on dairy products. How many can they name? Trick question: Are eggs a dairy product?	June 9th is **Donald Duck's birthday**. Create your own cartoon characters. Hang a large piece of paper on the wall for children to create a cartoon mural.	The first week in June is **National Safe Boating Week**. Visit a local boat shop or marina for a tour. Find out about boat safety laws in your state.	June 14 is **Flag Day**. "Flag" comes from the old English word *fleogan* which means "fly in the wind." Make paper replicas of flags from your state or country of origin.	June 30 is **Halfway Day** because it's halfway through the year. How many days are left in the year? Have a "half" day–have lunch at half past noon with sandwich halves, etc.
VACATIONS	Take your program on a vacation. Visit a local travel agency for brochures on places the schoolagers would like to go. Select one or more places as a theme.	Plan a budget for your vacation. How will you get there? Where will you eat? What sites do you want to see? Put a $ amount to each item and add up.	Make a list of what you need to take on vacation. Make a suitcase from a cardboard box to pack your things. Use real items or draw their pictures or cut from magazines.	Plan an event to go along with one of the places you will visit. For example: a luau, a casino night, tea party, outdoor hike, swimming party, etc.	Make a vacation bulletin board and have children bring in photos or brochures from their family vacations. Provide time for those who would like to share their trip.
WEDDINGS	June is a popular month for weddings. Plan a mock wedding or wedding reception for the program. (Note: Be sensitive to different family structures and non-traditional relationships in the children's lives.)	Have more than one bride and groom, dressed in gowns and jackets. Let "guests" come up with creative and perhaps outrageous wedding attire.	Create a wedding reception hall by decorating with balloons, streamers, paper chains, etc. Cover tables with paper cloths; add a centerpiece.	At the "reception" serve cake and punch; hors d'oeuvres of cheese and grapes skewered with pretzel sticks. Let the children create a tiered wedding "cake" with decorated stacked boxes.	Find out about wedding customs from other cultures. Let children whose parents may have married in another culture bring in wedding photos to share.
NATURE LOVERS	Place a wire ring made from a coathanger on a section of grass and record what can be seen through a magnifying glass.	Go for a walk in the woods. Collect bird feathers, interesting shaped pebbles and rocks, do tree rubbings.	Decorate your rocks with paint or markers. Find creative ways to turn them into people or animals. Any one for a pet rock?	With the feather you find, cut the quill tip at an angle and make a slit for ink. Dip in ink and try writing with it.	Plant a flower or vegetable garden to tend during the summer. Or pick a spot to plant a tree sapling for future generations to enjoy.
BEACHY GOOD FUN	Go to a beach or shoreline of any body of water, even a stream or river. See how many interesting things you can collect from the area.	Create an ocean mural. Hang a large piece of blue paper on the wall. Decorate with sand, plants, brightly-colored fish and shells, all made from paper.	Serve a seafood snack. (Check for allergies!) Serve tuna, salmon, or sardines on bread or crackers. Take a fieldtrip to a local grocery to visit the seafood counter.	Cut out a shape of a sandcastle from cardboard. Smear the board with glue and shake sand over entire area. Add shells and other items for decorations.	Have a beach party! Spread beach blankets and towels on the floor, have picnic foods, tall cool drinks, play beach music and beach volleyball. Wear swim suits/beach clothes.

Washington Notes

by Charles Pekow

Charles Pekow is the editor of "Day Care U.S.A." This report was written exclusively for School-Age NOTES readers.

Funding Questions at Issue

Regardless of whether new legislation passes (see *SAN* April '98), Congress will still fund existing programs in FY99. The president proposed:

- $2.167 billion in entitlement money and $1.18 billion in discretionary funds for CCDBG. The plan calls for retaining the $19.1 million earmark for school-age care and resource & referral.
- $1.9 billion for the Social Services Block Grant, a $390 million cut as other programs now fund the same services.
- $2 million, double the FY98 appropriation, for the Law Enforcement Family Support for grants to provide services such as school-age care to law enforcement families under stress.
- Increased support for SAC programs, especially reading help, through a 14% increase in funding for the Corp. for National & Community Service. The budget includes $152 million for the America Reads initiative to fund reading tutors, plus $98 million for the National Service Trust, $257.3 million for AmeriCorp Grants, and $50 million for Learn & Serve America.
- $2.758 million for Environmental Education Grants that SAC programs can use for nature awareness curricula.

Crime Fighting Priorities

Prepare for the following ideas. The Office of Juvenile Justice & Delinquency Prevention (OJJDP) has announced it's considering funding them later this year to fight juvenile crime:

- A two-year pilot to provide after school arts for youth at risk. Studying art could help keep youngsters on the right track, the OJJDP suspects.
- Hiring community volunteer coordinators to expand and improve out-of-school activities with schools, law enforcement, youth groups, community organizations and local governments. Coordinators could train volunteers to work in after-school programs.

AmeriCorps Continues School-Age Emphasis

The Corp. for National & Community Service (CNCS) continues to show keen interest in school-age programs. Its latest grants announcement offers up to 10,000 National Service Trust educational awards for part and fulltime participants.

The priorities include:

- Youth corps and other programs involving tutoring or mentoring to children or placing children in service projects. Schools or community groups can host the programs.
- Using college students (including Federal Work Study students) in after school programs.
- Locally-funded school-age programs led by AmeriCorps members.

Grantees must pay most or all costs (other than the education awards). CNCS, however, will consider applications for administrative costs of up to $500 per fulltime member.

Colleges and universities, states, and projects that propose to work in more than one state can apply directly to CNCS. Statewide and local programs should contact their state AmeriCorps commissions. Contact AmeriCorps Education Awards Program, CNCS, 1201 New York Ave., NW, Washington DC 20525, 202-606-5000, ext. 417.

SAC Testimony in Senate Hearing

On February 25, Sen. Jim Jeffords (R-VT), Chair of the Committee on Labor and Human Resources held a hearing on school-age care called "The Non-School Hours: Mobilizing School and Community Resources." Sue Luck, the Associate Executive Director of The Greater Burlington YMCA in Burlington VT, as well as her son, Brad Luck, a junior in high school who helped found and is president of the Essex Teen Center in Essex Junction VT, both testified at this hearing. Below are excerpts from their testimony:

Programs That Are Safe, Nurturing, and Welcoming...

Sue Luck:

"...we have built our programs around the belief that children need a safe, nurturing, and welcoming program to look forward to each day. We know that an important component of a high quality after school program is that it affords children the opportunity to make choices in how they spend their after school time. These choices should include a chance to play, to create, to recreate inside or out, to do homework, to be involved in a community project, or simply just 'hang out' with their friends."

"Our programs go beyond making macaroni necklaces and games of kickball. We are helping children develop values, build self-esteem and establish a foundation for their future success. We are building relationships that can substantially have a positive impact on a child's life."

"...providing increased subsidies so *all* families could access quality care would allow equal opportunities for all children, regardless of their parent's ability to pay."

"Children in quality programs have better peer relations, emotional adjustments, grades, and conduct in school. Quite simply, excellence in after school care produces benefits to children, to families, and to society."

Needing Someplace to Go...

Brad Luck:

"The biggest and most crucial element for teens and youth today is prevention. Teens need something to do after school and on weekend nights."

"Without a doubt, a large contribution to teen crime and drug use is boredom. A teen with nothing to do is a potential problem. Teens have little money, few places to go, not a lot to do, and a lot of free time....this puts all teens 'at risk.'"

"The objective of the Teen Center is simple. We want to stop the crimes and accidents from happening; we want to prevent. Not by informing teens more about the consequences of drug use and that it is bad. Not by having more severe penalties for guilty teens. Not by having teen curfews or lessened driving privileges. Simply by providing something to do and someplace to go."

"We need opportunities for *regular* kids. Not just those who are already in trouble, but also those who hope to never be [in trouble]."

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Summer Programs

Promoting Active Play to Parents

A link between obesity in children and excessive television watching and lack of exercise was the finding of a report published in the March 25 issue of the *Journal of the American Medical Association* (JAMA). A wire service report from the *Medical Tribune News Service* stated that the report indicated, based on a suvey of 4,063 children between ages 8 and 16, that as girls get older they tend to exercise less, and that African-American and Mexican-American children spend more time in front of the television and less time engaging in some form of active play. The poll also found that 20% of all children do not participate in a form of vigorous play or exercise at least 3 times a week.

Speculation on the reasons for the sedentary life style of school-agers includes parents' fear for their children's safety. Parents may be keeping their children inside after school to keep them out of harm's way.

When recruiting children for your summer program, and even the after school program next fall, emphasize to parents both the safety aspects of your program–that it offers a safe environment for their children–and the increased physical activity the children will have at the program. With limited exposure to television and video watching and good adult supervision, children will be involved in group games, individual active play, and sports like swimming, basketball, baseball, and soccer, that will keep their activity levels up and their weight down.

Biz Tip #2

Always give your agency/business name when giving your name and address to receive mail at your agency. Sometimes the post office will not deliver to a person's name at the street address of a business unless the business name also is included.

SECA Seeks 1999 Proposals

Anniversary Conference March 25-27 in Nashville

The 50th Annual Southern Early Childhood Association (SECA) Conference will be in Nashville March 25-27, 1999.

The organization is putting out a call for workshop proposals to be presented at the event, including school-age care.

Proposals should include:

- Name, address, telephone number, and professional title of person making proposal, as well as names, addresses, telephone numbers, and professional titles of all presenters.
- Title of presentation that clearly and concisely describes the content.
- Presentation topic.
- Desired session format.
- Purpose of proposed presentation, including a statement of how it would benefit the SECA audience.
- Outline and description of topic and format in less than 200 words.
- A 20 to 30 word abstract of the presentation.
- Number and nature of expected target audience.
- Availability to present session twice.

Three copies of the proposal must be mailed to SECA by June 1, 1998. Send proposals to: 1999 Conference, SECA, P.O. Box 55930, Little Rock AR 72215. Call for complete proposal information at 1-800-305-SECA.

1999 NSACA RFPs

To Be Held April 15-17 in San Antonio

The National School Age Care Alliance (NSACA) is calling for proposals for workshop presenters for the 11th Annual NSACA Conference to be held in San Antonio, Texas, April 15-17, 1999.

Over 120 workshops will be offered. Because of the large, Spanish speaking community of caregivers in Texas, workshops which can be presented in Spanish are also being sought. Presenters who represent diversity in culture, race, ethnicity, language, and/or special needs are important as well. Sessions are one hour in length. A double-session can be proposed in the workshop application.

General Topic Areas

Some of the potential topic areas presenters can consider are:

Administration, Games & Activities, Advocacy/Public Policy, Health/Safety, Middle School, Child and Youth Development, Older Kids, Professional Development, Community Partnerships, Discipline, Equity/Diversity/Culture, Program Models/Design, Shared Space, Family Support, and Summer.

Proposal deadline is July 31, 1998. For more information about proposals and to receive an application, call the NSACA office at 617-298-5012.

New Older Kids Kit

By Design: A New Approach to Programs for 10-15 Year-Olds is a kit of two books and a video created by Work/Family Directions and funded by the American Business Collaboration. It gives the nuts and bolts of programming for older kids including new approaches, budgets, checklists, and activity plans.

Available in May. Call SAN at 1-800-410-8780 for more information.

SAC CONFERENCES

MASSACHUSETTS May 16, 1998
MSAC 1st Statewide Conference, Central MA/Greater Boston, **Contact:** Jenny Amory, 781-283-2518

FLORIDA Sept. 18-19, 1998
FLSACCC Annual Conference, St. Petersburg
Contact: Carol Gibson, 1-888-438-3123

MINNESOTA Sept. 25-26, 1998 **New Listing**
MNSACA Older Kids Conference, Minneapolis
Contact: Doug Peterson, 612-928-2657

MICHIGAN Oct. 20, 1998 **New Listing**
11th Annual Michigan SACC Conference, Troy
Contact: Dr. Joan Lessen-Firestone, 248-209-2035

NORTH CAROLINA Nov. 6-7, 1998 **New Listing**
NCSACCC Annual Conference, Raleigh
Contact: Connie Greeson, 919-731-1520

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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PERIODICALS

May 1998

RESOURCES

Stand for Children Day June 1, 1998

Theme is "Stand for Quality Child Care"

The third annual Stand for Children Day will be observed on June 1, 1998, and this year's theme is "Stand for Quality Child Care."

Organizers hope to provide a "catalyst to improve the quality of child care in every neighborhood, town, city, county, and state."

This grassroots organization is forming Children's Action Teams (CATs) who strive to improve children's lives through awareness-raising, service initiatives, and policy change.

The organization encourages individuals and groups to form CATs in their communities to work on child care issues year round.

For more information on forming a CAT or on this year's June 1 activities call 1-800-663-4032 or email to: tellstand@stand.org.

"Daughters" Newsletter

A resource for parents in your program who have daughters ages 8 to 18 is a newsletter called "Daughters."

Published eight times a year, the newsletter offers information and insights to parents with daughters who are on the cusp of or in the throes of adolescence. Articles from both professionals and parents provides information and inspiration with sensitivity to what parents are going through with their daughters. Other resources that address the special needs of adolescent girls are available through the subscription, including some of the latest books written on the subject.

A one-year subscription is $25. Call 1-800-829-1088 to subscribe or to request brochures with order forms to give out to parents. Or write to "Daughters," 1808 Ashwood Ave., Nashville, TN 37212-5012.

"Older Kids" Conference

For the fifth year in a row there will be an "older kids" conference sponsored by an affiliate of the National School-Age Care Alliance. This year's conference will be held on September 24-26, 1998 in Minneapolis and is sponsored by the Minnesota School-Age Care Alliance (MNSACA).

The conference is titled "Youth: The Final Frontier – Addressing the needs of 9-15 year olds in our communities." It is designed as a national conference for administrators and staff in recreation, after school programs, and other youth-serving programs. This year there will be a pre-conference day on Thursday, Sept. 24, which will include site visits.

For more information or to get on the conference mailing list call Doug Peterson at 1-612-928-2657.

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School-Age NOTES

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Vice President Focuses on SAC with Teleconference

On April 16, Vice President Al Gore participated in a live, interactive teleconference titled Making After School Count! *The teleconference was sponsored by the Charles Mott Foundation. NSACA president Ellen Clippinger of Indianapolis viewed the teleconference. SAN asked Clippinger for her thoughts:*

"As I reflected on Vice President Al Gore's teleconference, *Making After School Count!*, I found myself counting more questions than answers.

"What was the purpose of the teleconference? Building community partnerships to support quality before-and-after school programs was espoused as a goal. However, notification about the teleconference occurred only 10 days prior to the event. Even though some 500 downlinks were requested, there was too little time to contact current providers, let alone invite new players to attend. Attendance at our site was much lower than I had hoped. I wonder if the timing contributed to the low participation. Gore stated that 70% of school buildings close at 3 p.m. each day. Invitations to school personnel should have been paramount. It seems there is a contradiction here between the message and the method. Getting players to the table requires more than sending last-minute invitations.

"As I followed the conference, I found myself asking whether the ideas and initiatives were a follow-up to the White House Conference in October and wondering how they would be integrated into President Clinton's overall planning. I noted the absence of organizations and agencies that had played a key role in the White House Conference–the National Institute for Out-of-School Time, the National School-Age Care Alliance, the Children's Bureau, DHHS? Even in the materials that accompanied the planning guide for this teleconference, there was no reference to these entities.

A recent survey found that 548 police chiefs chose putting more dollars into after school programs rather than hiring additional police.

"On the other hand, a new group of participants was represented. A spokesperson for the police validated the need for supervision after school, as he cited the rise in crime between the hours of 3 p.m. and 8 p.m. A recent survey, conducted by Northeastern University, found that 548 police chiefs chose putting more dollars into after school programs rather than hiring additional police officers. Just last month, 200 law enforcement leaders and crime survivors issued a *Call for Action* to increase state and federal funding for child care and after school programs, especially those serving at-risk children. Sanford Newman, of a group called *Fight Crime–Invest in Kids* says, 'By failing to earmark more for prevention, we're ignoring the most powerful weapon in our anti-crime arsenal.' It is good that school-age care has the support of police chiefs. Who will provide the leadership for integrating this new voice into effective community partnerships? What will be Vice President Gore's role?

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SAN Survives

To our many friends of School-Age NOTES – Yes, we survived the tornadoes in Nashville, and yes, the 100-story School-Age NOTES twin-towers and 10,000 staff are fine! Seriously, our small office and staff of 4 are fine. We are 3 miles south of downtown. I stood in our parking lot mesmerized as, against a huge black cloud, a dozen vortexes formed and disappeared. At home we went into the cellar only once, as on-the-spot TV weather reports pinpointed problem areas.

It's a miracle more people were not injured and no deaths reported in Nashville. Some 2,000 homes, 600 businesses, and 20 schools were damaged. One week later, a half dozen schools are still closed; some areas still have no electricity. Some children were stranded at school as trees and live wires were down across roads. Police and YMCA vans later brought the children home.

For school-age programs, the lessons are: practice emergency procedures; have contingency plans for major disasters; discuss procedures and "What if?" options with staff and parents; and keep good contact lists, including duplicate lists off-site, in case your office is "blown away."

Thanks to those who tried reaching us and all who were concerned about our safety.

Rich Scofield, Publisher & Chief Broomsweeper

Gore...

(Continued from front page)

"Currently, parent fees account for 83% of program revenue (Carnegie 1996 study). What happens for the millions of children whose parents cannot pay? The 21st Century Community Learning Centers Program, an initiative of the U.S. Dept. of Education, with technical assistance and support from The Mott Foundation, is targeting rural and inner-city schools to expand or establish after school programs. The $40 million in this initiative will fund approximately 400 programs. I applaud the Mott Foundation, DeWitt Wallace Reader's Digest Fund, Carnegie Corporation, and others for placing children at the forefront. It is unrealistic, however, to think that they can pick up the cost of care for all children who can benefit from after school programs. The partnerships Gore is espousing will take leadership from government, from educators, from funders, and from the SAC profession to re-examine funding streams so that children become the heart of the matter.

The young people mentioned socialization as well as homework completion as being important aspects of the after school program.

"Finally, I heard the word ***quality*** stated repeatedly by Gore, most frequently in connection with raising student test scores and grades. Yet, the young people mentioned socialization as well as homework completion as being important aspects of the after school program. Fostering cooperation among a group of children, helping children verbalize their feelings and those of others, developing problem-solving approaches to conflicts–all are components of the socialization process. When left unattended, aggressive behavior may result which could lead to violent and tragic situations. We are already experiencing too many of these situations. Children first have to learn prosocial behaviors through positive guidance of adults with whom they come in contact.

"A ***quality*** after school program encourages prosocial behavior through a variety of age-appropriate activities planned by children and adults together. Intergenerational experiences, enrichment opportunities in the arts, service learning, tutoring and homework supervision, literacy, arts and crafts, physical activities, even parenting opportunities–the possibilities are endless. Activities complement the curricula that children are involved with during the school day. Families are active participants because they usually pick up their children from the programs. Academic achievement will be an outcome when other indicators of quality are present–socialization and parent participation.

Academic achievement will be an outcome when other indicators of quality are present–socialization and parent participation.

"I left the teleconference with mixed feelings, excited that such attention is being given to after school programs, yet wondering where the funding is coming from. However, I have made a commitment to speak more fervently than ever to state legislators, educators, business leaders, and human service providers. Partnerships can be an answer if millions of school-age children are going to be found in quality after school experiences, whatever the setting. I hope others are making the same commitment." ☆

(See this page for another opinion about the Vice President's teleconference.)

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Teleconference Not Enough

by Michael Morrow

On the Internet SAC-L listserv, Michael Morrow expressed his frustration with Vice President Gore's after school teleconference (see front page article). We asked him to write up his views of the teleconference for SAN:

It has been a wondrous and giddy 8 months for the "out-of-school" field:

1. A White House Conference on child care including school-age care.
2. $40 million in 21st Century Community Learning Center (CCLC) grants
3. An announcement at the White House of a $55 million Mott Foundation pledge to help the after school learning centers.

And now, direct from New Orleans, Vice President Al Gore offers a one-hour teleconference "Making After School Count!" It is enough to make long-time SAC folks' heads spin. Giddy times, but as the spinning slows it might be useful to consider what's been done and what is left to do.

The most positive aspect of all this "action" has been an increase in public awareness about the value of out-of-school programs/activities. But we need to be aware of several pitfalls, each demonstrated in what I would consider the shortcomings of the teleconference:

(Continued on page 6)

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Last Minute Ideas for Summer

In the Introduction to the book School-Age Ideas and Activities for After School Programs, *author Karen Haas-Foletta gives many suggestions that can be used as last minute planning ideas for summer. Following are excerpted sections from the book.*

Interest Clubs

Haas-Foletta writes about interest clubs for during the school year, but they can also be used, perhaps even expanded, during summer.

"An excellent way to involve the children and staff members is interest clubs. In our center each staff member writes down a list of activities, hobbies, and areas of expertise which they are interested in teaching to a small group of children. For an hour per week, the children break up into 'Kids Clubs.' Each child signs up for his or her first three choices, and the staff puts each one into a club. This provides for encouragement for a variety of activities and social groupings. Children participate in their club for four weeks and then sign up for a new one."

Varied examples of clubs are (this is just a small sample of what is suggested in the book):

- rug hooking
- mural painting
- paper airplanes
- candle making
- baseball
- mime
- drama
- radio show

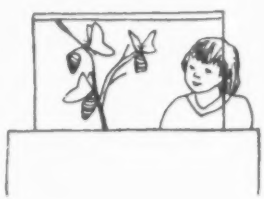
"The clubs provide a way for children to explore areas of interest in-depth, learn new skills, and gives the adults an opportunity to teach children something they enjoy. The clubs are mixed-aged groups; this allows the older children to interact with and help the younger ones and vice versa."

Themes

"Themes work well for all-day and summer programs. However, many of the children have been in child care since they were very small and have done the standard preschool themes. Try to make the school-age themes as new and engaging as possible. Activities such as snack, dramatic play, art, cooking field trips and science can all center around the themes."

Some more unusual themes are (Haas-Foletta offers many more):

- other eras
- toys
- pets
- fads
- super heroes
- harbors
- endangered species
- the Gold Rush



Special Events

"To add excitement to your summer program, schedule in a special event. This can be a game, party, visit from someone to the program, performance by the children, or a contest. In our summer program we have one special event every two weeks. The events can be theme-related or not."

The following are some ideas for special events:

- sock hop
- square dancing
- sand castle building contest
- office day (dress like business people)
- detective or mystery day
- cartoon dress-up day
- lost treasure day

...and some old standbys:

- carnival
- water play day
- soap bubble blowing contest
- puppet show
- scavenger hunt day
- relay races

Field Trips

"Field trips are a very important part of school-age programs in the summer. Riding public transportation can be a new experience for many children and also educational.

"Beyond the regular hints for successful field trips remember:

- It is a good idea to call the place the day before to reconfirm.
- Dress the children in a school t-shirt (red or yellow are good colors to see in a crowd), or other identifying article of clothing such as a scarf or a baseball cap.
- When walking in small groups (4-10) with only one adult, the adult should walk in the middle of the group.
- Encourage the children to write thank you notes when appropriate.

"Some different suggestions for field trips:

- a play
- the airport
- fishing
- city or neighborhood walks
- TV or radio stations
- miniature golf

"Walking field trips to parks, historical or local sites, and trails can be valuable when transporation is not possible.

"There are several things to remember for walking trips:

1. Make sure the distance is manageable for the age group going.
2. Find a place to rest along the way before starting out.
3. Carry water and paper cups, and easy snack for energy.
4. Always have at least two adults present.
5. Prepare ahead for weather, especially during fall and spring.
6. Advise children and staff to wear walking shoes." ☆

(For more information about the book *School-Age Ideas and Activities for After School Programs*, call School-Age NOTES at 1-800-410-8780.)

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Create a Writing Workshop

Words Within Words

Write a short story on chart paper. Post the story for an afternoon or several days and let children circle or underline all the words that they find within other words. Example:

My mother likes to eat chocolate cake. Yesterday I baked one for her. She said that it was yummy!

Writing Center

Create an area where children may express themselves freely in writing. Surround the area with print, including magazines, catalogs, labels, and samples of the children's stories and poems. Provide children with books, dictionaries, word cards, and alphabet charts. Set out trays or baskets of different types of paper (lined, blank, colored, card stock, etc.). Offer stationery with envelopes, note pads, sticky notes, computer paper, adhesive labels, folders and clipboards. Give children a variety of pens, pencils, crayons, and markers. Furnish staplers, tape, rulers, and scissors so that children may create their own books.

Mask-Making Tips

Use a paper sack, paper plate, posterboard, or large cereal box for your mask. Add features using construction paper, yarn, string, foil, markers, and crayons. Attach with glue, staples, or tape.

To make cones for noses or horns, cut out a circle. Cut a slit from the edge of the circle to the center. Overlap the edges and glue or tape together. For a taller cone, cut a pie-shaped wedge form the circle. To attach the cone to your mask, cut a circle in the mask a little smaller than the large end of the cone. Push the cone, point first, through the hole. Make five slits in the wide end of the cone. Bend back the tabs created by cutting the slits and tape them to the inside of the mask.

To curl paper for eyelashes, hair and mustaches, cut strips of paper. Curl the strips by wrapping them tightly aorund a pencil, marker, or broom handle.

To keep your posterboard or paper plate mask in place, hold the mask up to your face. Make a dot where the mask touches your ears. Put a paper reinforcement over each dot. Poke a hole in the center of each reinforcement. Attach strings to the holes to tie the mask onto your head. Be sure to cut large eye holes in your mask so that you can see well when wearing your mask.

Boxy Boxes

Animal Boxes

Create animals using small cardboard boxes for the animals' bodies. Paint the boxes or cover them with colored paper. Draw and cut out the animals body parts from cardboard, construction paper, or other boxes. Try making a lion from a gelatin box, an alligator from a toothpaste box, and an elephant from a frozen vegetables box.

Box Puppets

Hand Puppet: Stand a small cereal box, gelatin box, or pudding box on a small end. Draw a horizontal line all around the center of the box. Cut the box on the line along three sides, leaving one of the wide sides of the box uncut. Fold the box in half on the line that was not cut. Decorate the box puppet. Put your fingers in the top of the box and your thumb in the bottom of the puppet. Move your fingers to make the puppet "talk."

Stick Puppet: Punch a hole in the bottom of a small box. Insert a straw in the hole. Tape it firmly. Decorate the stick puppet.

You can use a clean fast food box as a stick puppet and decorate the inside of the box for the puppet's mouth.

Box Buildings

Use milk cartons, small cereal boxes, gelatin or pudding boxes, and other small boxes. Paint or cover the boxes with colored paper. Use construction paper for roofs, doors, awnings, windows, and chimneys. Cut window and doors out if desired. A rectangle of posterboard can be folded in the middle to form a peaked roof or cut a semi-circle from paper and curl it up to form a wide cone, gluing or taping the ends together.

Answers for U.S. Presidential Families (see page 5)

1. Lucy Baines Johnson Turpin was the daughter of President Lyndon Johnson.
2. The last 10 U.S. Presidents and their terms of office are:

Harry Truman	1945-1953
Dwight (Ike) Eisenhower	1953-1961
John F. Kennedy	1961-1963
Lyndon B. Johnson	1963-1969
Richard Nixon	1969-1974
Gerald Ford	1974-1977
Jimmy Carter	1977-1981
Ronald Reagan	1981-1989
George Bush	1989-1993
Bill Clinton	1993-present

3. Julie Nixon Eisenhower was the daughter of President Richard Nixon.
4. The current U.S. President is Bill Clinton. He lives in the White House with First Lady Hillary Clinton and Chelsea Clinton, who attends college in California.
5. Nancy Reagan is the wife of President Ronald Reagan.
6. Millie's Book is the book that President George Bush's dog, Millie, "dictated" to First Lady Barbara Bush.
7. Rose Fitzgerald Kennedy was the mother of President John F. Kennedy.
8. See the list of presidents and their terms in office (above).
9. Jacqueline Kennedy Onassis was the widow of President John F. Kennedy.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Debora Phillips* of Lubbock, Texas.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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JULY CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
NATIONAL HOLIDAYS	Canada Day is July 1, celebrating when Canada became self-governing. Find a picture of the Canadian flag. Make your own Canadian flag with construction paper.	The U.S. celebrates Independence Day on July 4. Like those founding fathers, write a declaration of independence for your own new country.	Create a name for your new country. What holidays would you celebrate? Write or draw a depiction of the new national holiday you would create.	Design a flag for your new country. What colors would you select and what would they represent? Make a flag for your new country.	Bastille Day on July 14 is France's independence day. Find out why that day is important in French history.
WRITERS WORKSHOP	Become a daily news writer. Write "Daily News" on chart paper. Let everyone add to the chart each day with news they would like to share.	Beatrix Potter was born on July 6, 1866. She was an English children's writer and wrote *Peter Rabbit*. What other characters did she create?	Find words within words. Write a story and then mark all the words you can find within other words. (see page 4)	Clement Clark Moore was born July 15. He wrote "Twas the Night Before Christmas." Write a poem beginning "Twas the night before vacation", or July 4, or camp, etc.	Write a rebus story on a large sheet of paper. Use pictures cut from magazines and catalogues to substitute for some of the words. Take turns reading each other's stories.
FUNNY WOMEN	Phyllis Diller was born on July 17, 1917. She was a housewife who turned comedian. Can you think of other housewives who became comedians? (e.g. Roseanne)	Think of the funniest person you know. How do they use humor? Can being funny be an asset? How? How is humor sometimes used inappropriately?	Estelle Getty was born on July 24, 1924. She is a comic actress who played on the TV show "Golden Girls." Become a comic actor. Write a funny skit and act it out with a few friends.	Gracie Allen, born July 26, was wife and comedy partner of George Burns. She was his "straight man" by pretending not to understand his jokes. Tell jokes with a partner. Take turns being the "straight man".	What is the funniest thing that has ever happened to you? Start a Comedy Club with your friends. Collect and share jokes and riddles with each other.
MASK MAKING	Make an animal mask. Act as if you are that animal. Can your friends guess who you are? (See page 4 for mask-making tips.)	Write a play and make a mask for each character. Act out the play for your friends by yourself, changing masks when you change characters.	Make a mask of each member of your family. Act out each of your family members working at some household chore.	Make a mask of yourself. Trade masks with a friend and pretend that you are each the other person.	Make a mask to show what you would like to become: an astronaut, a chef, a teacher, etc. Wear the mask and show act as if you were that person.
BOXY BOXES	Collect as many small boxes as you can. Stack your boxes as high as you can. How many boxes would it take to be as tall as you are or to reach the ceiling?	Make an animal from a small box adding cardboard or construction paper legs, head, and tail. (See page 4 for ideas.)	Make hand puppets and stick puppets from small boxes. (See page 4.)	Construct a city of box buildings, houses, castles, and businesses.	Use small boxes to make vehicles for your city. You might make trains, cars, buses, boats, planes, and helicopters from small boxes.
U.S. PRESIDENTIAL FAMILIES	1.) Lucy Baines Johnson Turpin was born on July 2. Which U.S. President was her father? 2) List the last 10 U.S. Presidents. (All answers on page 4.)	3.) Julie Nixon Eisenhower's birthday is July 5. Which U.S. President was her father? 4.) Name the current U.S. President and his family members.	5.) Nancy Reagan was born on July 6. Which U.S. President was her husband? 6.) What presidential pet wrote an autobiography with the First Lady's help?	7.) Rose Fitzgerald Kennedy's birthday was July 22. Which U.S. President was her son? 8.) How many U.S. presidents have there been in your lifetime?	9.) Jackie Kennedy Onassis was born on July 28. Which U.S. President was her husband? 10.) Would you want to be related to the President of the U.S.? Why or why not?

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Washington Notes

by Charles Pekow

Charles Pekow is the editor for "Day Care USA." This report was written exclusively for SAN readers.

Senate Approves $$ for Block Grant, SAC Programs

An additional $800 million for child care and another $50 million school-age earmark took a leap toward reality. The Senate approved a budget resolution (S. Con. Res. 86) for FY99 that approves adding $800 million to the Child Care & Development Block Grant, and another $50 million for school-age programs. The resolution deliberately leaves it up to authorization and appropriations legislation on whether to approve some or all of the money and what additional strings to attach. The House also must budget for the money.

The Senate resolution adds additional block grant money in the future: $900 million in FY 2000, $1 billion in FY 2001, $1.1 billion in FY 2002, and $1.2 billion in FY 2003.

Sen. Barbara Boxer (D-CA) got the Senate to add the $50 million earmark for school-age programs each year. The Dept. of Education would award about 500 grants competitively. Though only public schools could get grants, they could work with outside groups. Congress still needs to authorize this idea, which it can do this year either through approving 21st Century Learning Program enhancements or through juvenile justice reauthorization. A match may be required.

Boxer sits on the Senate Appropriations Committee, where she plans to push for funding.

Keeping Up Online...

A great way to follow the legislative process is through the *Thomas Legislative Network* on the Internet. You can see the full text of the new SAC bills as well as lists of others bills that have to do with child care–for which there are more than at any other time in 25 years. Search by bill number or key words. The Internet address is: http://thomas.loc.gov/.

(Thanks to Joyce Shortt for sharing that information.)

Report on Teaching Reading Published

School-age programs who provide enrichment classes in reading during the summer may find this wire service report on the debate between phonics and whole-language reading methods interesting:

After two years of study, a panel of national experts concluded in a 390-page report that neither method should be used exclusively. Rather, they suggest, elements of *both* methods should be used when teaching children to read.

The reading experts convened by the National Research Council also pleaded for an end to the "reading wars" which have plagued many school districts in recent years.

"Because reading is such a complex and multifaceted activity, no single method is the answer," said Catherine Snow of the National Research Council.

The report recommends that children be taught reading through explicit phonics instruction, but also urges daily exposure to literature and attention to comprehension. The report concluded that educators should "take the best of both and concentrate on helping children with reading difficulties as early as possible."

Teleconference...

(Continued from page 2)

● Our "agenda" is deficit driven. Significant in the audience of the teleconference were law enforcement officers. The message is explicit–kids have a propensity for doing "bad" things and if left unsupervised after school they'll do them. We need to serve *all* children, including those who have an adult at home after school, and not just "at risk" kids.

● We're all "on board" on this "agenda." U.S. Senator Jim Jeffords (R-VT) was featured talking about school-age programming. It was not noted that Sen. Jeffords supported his party's budget earlier this month [April], one which specifically left out increased dollars for child care–including school-age programs. In fact, we're not all on board, and many won't be until parents–and all voters–put enough pressure on to demonstrate a groundswell of support for quality "out-of-school" programs.

● Our "agenda" is adult-driven. There were kids on the show, but they were window dressing. They were given a few minutes of "talking head" time to say a few nice words about their programs, and then fidgeted uncomfortably behind Gore for the other 55 minutes. If we don't do a better job of providing real opportunities for children and youth to contribute we are selling them short. The Principles of Youth Development framework of the B.E.S.T. Project makes youth participation a cornerstone of quality programs.

● Our "agenda" cannot be accomplished with lots of well-meaning volunteers and just a few bucks in actual cash. The thrust of the teleconference was 1) We need quality programs for young people (without any effort to define what quality looks like), and 2)We're well on the way with $40 million here and $200 million there and lots of well-meaning volunteers out in communities working with youth.

The task of providing quality out-of-school experiences for every school-ager is daunting. There are over 50 million school-agers in the U.S. The 34 million "home aloners" are most at risk, but all of our children need quality programs.

In this election year, we must demand each candidate tell us what they will DO for school-age kids, and we must demand that resources be devoted to our own children BEFORE billions are sent to bail out greedy foreign investors or to buy more F-22 fighter jets (at $300 million a plane).

At the conclusion of the telecast VP Gore asked for our help getting the $200 million for next year's 21st CCLC funding, helping "an additional 500,000 children." Earth to Al. That's $400 a child. We have programs charging $1,800 per child that can't make ends meet. Many of us say a prayer each night for DeWitt Wallace Reader's Digest, for Charles S. Mott, for Annie Casey, for Carnegie, and for all the local and regional foundations who see what kids need and step up. But it isn't enough. Not by a long shot.

A new caring profession may emerge–"out-of-school specialists"–which will

(Continued on page 7)

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Teleconference...

(Continued from page 6)

combine many long-standing organizations and activities like SAC, recreation and parks, sports programs, service organizations, and many others. I believe such a "profession" is vital to our children's healthy development, and I also believe that creating that profession and those opportunities for children and youth will demand extensive resources. It can't be done just by volunteers, or by part-time workers, and it can't be done "nickel and dime."

The train is moving and gaining momentum. The "Making After School Count!" teleconference threw more fuel into the boiler and should be acknowledged for doing that. But we need lots more fuel, and we need a serious discussion about where the track should go. Lots of work to do, but for many of us there is no more important work. So we celebrate small successes and forge ahead, knowing that our kids depend on us. We won't let them down.

Michael Morrow is a consultant and trainer with Portland's B.E.S.T. Project, the coordinator of Children Care Services and an adjunct instructor of Youth Development at Portland Community College, and the past president of the Oregon School-Age Coalition.

SAC Makes *Newsweek*

School-age care continues to garner national attention. As a result of the Vice President's teleconference, a feature story appeared in the April 27 edition of *Newsweek*. Titled "It's 4:00 P.M.: Do You Know Where Your Children Are?" and authored by Jonathan Alter, the six page article (including photos) addresses the issues brought up at the teleconference, plus offers profiles of children in different after school settings.

Call *Newsweek* at 212-445-4870 for permission to publish the article or to request reprints, although they do have a 500 copy minimum on reprints.

RFPs Needed for NSACA 1999

The National School-Age Care Alliance (NSACA) is calling for proposals for workshop presenters for the 11th Annual NSACA Conference in San Antonio, Texas, April 15-17, 1999.

Over 120 workshops will be offered. Because of the large, Spanish speaking community of caregivers in Texas, workshops which can be presented in Spanish are also being sought. Presenters who represent diversity in culture, race, ethnicity, language, and/or special needs are important as well. Sessions are one hour in length. A double-session can be proposed in the workshop application.

General Topic Areas

Some of the potential topic areas presenters can consider are: Administration,Games & Activities, Advocacy/Public Policy, Health/Safety,Middle School,Child and Youth Development,Older Kids,Professional Development,Community Partnerships, Discipline, Equity/Diversity/Culture, Program Models/Design, Shared Space, Family Support, and Summer.

Proposal deadline is July 31, 1998. For more information about proposals and to receive an application, call the NSACA office at 617-298-5012.

Youth Development Degree Offered

Concordia University in St. Paul, Minn., will launch a Youth Development degree program this fall. The goal of the program, which will offer both B.A. and M.A. degrees, is to train those who work with children and youth in any area how to facilitate positive development in youth.

This will be a distance learning program. Concordia already has similar programs in School-Age Care. For more information call Concordia at 1-800-211-3370 or 612-641-8790.

SAC CONFERENCES

FLORIDA Sept. 18-19, 1998
FLSACCC Annual Conference, Keynote Speaker: Rich Scofield, St. Petersburg
Contact: Carol Gibson, 1-888-438-3123

MINNESOTA Sept. 25-26, 1998
MNSACA Older Kids Conference, Minneapolis
Contact: Doug Peterson, 612-928-2657

UTAH Oct. 16-17, 1998 **New Listing**
Utah SAC Alliance Conference, Midway
Contact: Kathy Carr, 435-657-0911

MICHIGAN Oct. 20, 1998
11th Annual Michigan SACC Conference, Troy
Contact: Dr. Joan Lessen-Firestone, 248-209-2035

NORTH CAROLINA Nov. 6-7, 1998
NCSACCC Annual Conference, Raleigh
Contact: Connie Greeson, 919-731-1520

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PERIODICALS

June 1998

RESOURCES

NOTE: *SAN has NOT reviewed any of the materials listed in this resource section.*

Garden Guides

If your program is interested in starting and maintaining a vegetable garden, Food Works may have some valuable resources. The company, out of Montpelier, VT, offers a variety of guide books for both outdoor gardens and indoor natural environments, all designed to enhance learning about nature through hands-on exploration.

Digging Deeper: Integrating Youth Gardens into Schools & Communities and *The Indoor River Book* are just two of the interesting resources that programs may find useful for developing and maintaining school-agers' enthusiasm for nature and garden projects.

For more information, call Food Works at 800-310-1515, or email at Rootsnet@plainfield.bypass.com.

Songs for Nurturing Kids

"Songs 4 Kids" and other creative materials are designed to encourage young children's natural abilities to think, feel, and be expressive. Phyllis Unger Hiller, formerly of Nashville, but currently living in Petaluma, CA has developed both songs and stories to help develop the "whole child."

One of Hiller's most famous compositions for children is also now available in Spanish. *RAMO, A Song Story*, is a "love story" for children about a little elephant named RAMO whose thin skin changes colors with his emotions and his big red heart shows through. There are audiocassette recordings in both English and Spanish, plus song books, a drama kit, and a teaching packet.

For a free brochure about all of the available materials, call 1-888-763-7788 or 707-762-7788.

New Publication on Girls

In commemoration of six years of successful Take Our Daughters To Work® Day the Ms. Foundation for Women has published an interactive manual for parents and teachers of girls that transforms the lessons of the Day into the successful habits of a lifetime.

Released in conjunction with the 6th annual Take Our Daughters to Work® Day this past April 23, *Girls Seen and Heard: 52 Life Lessons for Our Daughters* features stories about girls who have taken part in the Day in years past and how it has impacted their lives.

Girls Seen and Heard: 52 Life Lessons for Our Daughters can be found in bookstores nationwide. For more information call the Ms. Foundation for Women at 212-742-3000 or check out their website at <http://www.ms.foundation.org>.

Volume XVIII #11 The Newsletter for School-Age Care Professionals July 1998

School-Age NOTES

ISSN0278-3126 © 1998 School-Age NOTES – A National Resource Organization on School-Age Care – Pioneering the Field Since 1980

Academic Enrichment Programs and the School-Ager's Brain

The rise of for-profit, academic enrichment programs continues to be a hot topic in the school-age care field and beyond. Workshops at the National School-Age Care Alliance Conference addressed the subject. The May 1998 issue of the magazine *Principal* has an article by Charles Pekow. (He wrote our special report, "Academic Enrichment Programs: Coming Soon to Your Town!" in our April 1997 issue.) The May 14, 1998 issue of the Christian Science Monitor also carries a story.

[School-agers] need time to daydream and allow their imaginations to explore new vistas...

One reason it is a hot topic in the school-age care field is competition. Some long-standing school-age programs have been threatened with replacement or actually pushed out of school systems in favor of the academic programs. The other reason is the concern over the focus on a child's cognitive development perhaps to the detriment of social, emotional, and physical development. Programs that on a daily basis are overly structured and adult-led with no time for children to "do nothing" may not be in the best interest of school-agers according to the latest literature on the brain.

Parents and communities often believe more "academic enrichment learning" is the answer to their children getting ahead in life, overlooking the importance of social, emotional, and physical development. (Ted Bundy and Theodore Kaczynski are examples of great academic ability but poor social and/or emotional development.) While there are schools that may be failing to educate children or individuals that are having difficulty, many children do not need more academics and more structured activities. They need time to socialize with their friends, learn how to negotiate the rules of games and share play equipment and how to plan their own free time. They need time to daydream and allow their imaginations to explore new vistas, to revisit and process the day's events and events in the world around them (such as school shootings). In brain language it is called reflection. I doubt Steven Spielberg or Bill Gates attended adult-led activities after school. Instead, they probably had lots of time to reflect and let their imaginations wander.

In *Making Connections: Teaching and the Human Brain* the authors, Renate and Geoffrey Caine, point out the brain's need to have time to reflect and also to organize the data coming in. The following comment by these authors is even more relevant in light of this year's highly publicized shootings in schools. "John Dewey pointed out...that knowledge and experience are different. We acquire knowledge—we learn—by processing experience. Students are immersed in global experiences that affect them deeply, irrespective of whether they want to be affected. Their job is to make sense of what is happening." While we may see the results of reflection in those students we label gifted, "the capacity to reflect is something we are all born

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School-Age NOTES Goes "On-Line"

School-Age NOTES has entered the world of cyberspace with the launching of its website on June 1.

Designed primarily as a tool for people who are unfamiliar with school-age care and looking for resources, the site offers the "basics" of what School-Age NOTES is about, with different pages promoting the organization, the newsletter, the *After School Program* catalog, and publisher Rich Scofield's availability as a trainer and keynote speaker. Sample newsletter articles from past issues are included, but the entire newsletter will not be available.

The goal of the website is promotional only and not to publish the newsletter online. People who are not current subscribers can request a catalog by logging onto the site. There is a link to the National School-Age Care Alliance website (nsaca.org) although it is currently undergoing major revisions. That site will have links to other school-age care related websites as well.

Publicize the website to friends and colleagues who may be interested in school-age care but who don't currently subscribe. The website address is **www.schoolagenotes.com**.

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Enrichment...

(Continued from front page)

with—it simply needs to be developed." Active processing in the learning process "requires that students stand back and examine what has transpired and what it means." How can this happen in overly structured, adult-led activities? "For any skill to be deeply mastered, students must have substantial opportunity to create their own meanings and organize skills in their brains in their own ways. That is only possible when they have a significant amount of creative opportunity." "Learners need time to allow for new connections [in their brains] to be made. They need 'space' for reflection."

Caine and Caine state, "Tomorrow's successful employees will have to be problem solvers, decision makers, adept negotiators, and thinkers who are at home with open-endedness, flexibility, and resourcefulness. They must be able to deal with uncertainty, complexity, the global village, the information explosion, other technologies, and many different cultures—and still maintain a set of values that foster an adequate degree of individual stability, integrity, and social harmony.

Programs that successfully balance children's need for all kinds of play with their social, emotional, and physical developmental needs will not only promote better cognitive development in the end but also will help prepare today's school-agers for tomorrow.

"Just Play"

by Stacy Dykstra

Working in the profession of school-age care is challenging, rewarding, and frustrating. The casual observer may think the children in our care "just play." It is paramount for our profession that society understands the value of the activities and experiences of children during out-of-school time.

The goal of education should be to stimulate the development of each individual and improve life and society for all members by providing quality educational experiences. The opportunities afforded in quality school-age programs contribute to this process. Out-of-school time is an important part of a child's life. It is vital for children to engage in quality play experiences during their out-of-school time for healthy growth and development.

The children originate, plan, and implement the activities in which they participate.

In our program, children are free to make choices about how to spend their time each day among four or five areas. Within each area, there are a variety of opportunities for children to grow and develop. Children challenge their minds, stimulate their creativity, develop their bodies, practice their social skills, and feel a variety of emotions each day in our program. Providing choice for each child enables him to investigate his world with intention. He uses his existing knowledge as a building block for new meaning. The program provides an environment of security while encouraging his free exploration.

As I wander through the 70-student program, I see small groups, large groups, and individuals "plugged in" to their activities. In the "clubhouse" children are engaged in small group and individual activities. Two third-grade girls have set up a fortune-telling booth. They decide to include all children who want to participate because "that's only fair." A group of first and fourth grade children are sponge painting. One of them begins to write a story about her creation and stops momentarily to share it with me. Four first-grade boys are engrossed in dramatic play with building materials. They share with each other how their "spaceships" work. A fourth grade girl is reading a book in the tent. A "family grill" is being established by another group. After taking orders, they realize they need a menu. Cooperatively, they design a menu of basic foods with creative names such as "chip off the old block" for a side order of chips. The last group, fifth graders, have used paper to create a design. They ask other children and staff members to try and recreate it.

The children originate, plan, and implement the activities in which they participate. They solve problems, take risks, negotiate, inquire, experiment, participate in dialogue, interact, appreciate multiple perspectives, and most importantly, feel valued through their play experiences in our program. The staff follows the lead of the children by asking thoughtful questions, maintaining safety, and supporting their endeavors–both successes and failures. Supplies are provided for the children to use as they work toward the construction of personal knowledge. The adult-child relationship at our program is transactional in nature. Everyone in the program, staff and children, learn and develop each day together.

To the outsider these activities may be "just play," even chaotic play. To me it's learning at its finest.

Stacy Dykstra is the director of the Westminster School Age School Club in Oklahoma City and president-elect of the Oklahoma Coalition for School-Age Care.

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Youth Programs "By Design"

By Design: A New Approach to Programs for 10-15 Year-Olds offers caregivers concrete ideas about how to structure school-age care for young adolescents, from ages 10 to 15.

The three-piece kit was developed in coordination with Work/Family Directions and the American Business Collaboration (ABC). The underlying premise is that children approaching adolescence are going through particular developmental stages and have social, physical, emotional, and cognitive needs that quality programs can meet. Central to their needs are young adolescents' quest for independence and being involved in a democratic process in which everyone has equal opportunities to be heard. The "By Design" kit suggests a format that will fulfill these needs.

Included in the kit are two manuals, with a combined total of almost 300 pages, and a 30-minute video. *Caring By Design: Establishing Care Structures in Programs for 10-15 Year-Olds* goes through the steps of how to set up and maintain youth programs. Everything from needs assessments to budgeting, from staffing to creating a youth-friendly environment, along with checklists and tips, is included.

Building By Design Creating Democratic Communities in Programs for 10-15 Year-Olds presents new theories and approaches to programming. This book offers an outline of what a quality program could be, based on:

- intentionally sequenced activities
- values
- a type of care structure

Models of the program are included, along with specific activities, but the intent also is to offer a design plan to which individual caregivers can use their creativity and resources to develop a quality program based on the structure outlined in the book.

Leading By Design: A Video Guide to Quality Programs for 10-15 Year-Olds is a 30 minute video which looks at a variety of youth programs and interviews both children and staff involved in the programs to give examples of how this particular structure works.

For more information about the *By Design* kit, call SAN at 800-410-8780 or 615-242-8464. Canadian and other foreign subscribers need to inquire about international shipping costs.

Community Building in Youth Programs

A major key to the success of a youth program, according to the By Design *kit, is community building between the participants in the group. The following are excerpts from* Building By Design and Caring By Design *on the subject (see previous article).*

Community-Building Techniques

Various techniques and activities may be helpful in building a sense of community in youth groups. Since all youth groups and program settings are unique, these techniques will need to be adapted to your particular situation. Specific activities are:

- Staff welcome each participant as they arrive for the program.
- Staff make an effort to learn the kids' names. They also help group members learn the names of other people in the group.
- Staff engage each participant in meaningful conversation at least once during program time.
- Programs include activities that allow participants to share positive information about themselves and learn about each other.
- When a participant misses a program session and then returns the next time, staff mention that they missed the person in the previous session.
- Programs celebrate the participants' achievements.
- Art created by the participants is displayed throughout the facility.
- Staff make sure participants, visitors, parents and other staff members are all introduced to one another.
- Staff regularly ask for participants' opinions.
- Staff are consistent in their behavior management. They encourage and support respectful behavior. They deal with disrespectful behavior assertively.

Encouraging Community on a Daily Basis

Play a team building game every day of your program. Playing team building games sets the stage to let young people know every person matters, that all kids have good ideas to contribute, and the group is responsible for taking care of all its members.

Check in with each young person every day. A quick question about how the day went will let each person know that he or she matters to you.

If someone doesn't show up and hasn't contacted you, give them a call and let them know they've been missed.

Profile the participants. Create a photo gallery in which you feature every member. Whenever someone new comes, take a Polaroid picture of him or her and add it to the gallery.

Think about how you make choices that affect the whole group. Figure out ways to get input from everyone.

Value diverse viewpoints. Teach through your example that different opinions will be respected.

Let kids know you believe they are capable. Put out the supplies and let young adolescents choose their own, rather than choosing for them what they'll need for a project.

Grouping participants. [Kids] should have the opportunity to hang out with their friends in a program like this. But by encouraging everyone to work with different members of the group you'll foster a more well-rounded group. . . . Do one activity using a creative grouping method every day.

Clowning Around

National Clown Week (Aug. 1-7) is a great time for some silly fun. Create a three-ring circus at your program with a clown act in one ring, jugglers in the second ring, and acrobats in the third. Paint clown faces and make paper clown hats, then have a clown parade. March around the playground or gym in clown garb playing music on coffee can drums, kazoos, or pots and pans.

Clown Face Paints

Supplies: cold cream, tempera paints, cotton swabs, small cups.

Put some cold cream in each small cup. Add a few drops of paint to the cold cream and stir, adding paint until you obtain desired colors. Use cotton swabs as paint brushes and use a new swab every time you change colors, and for each child. This paint goes on smoothly, doesn't itch, and washes off easily.

Paper Clown Hats

Supplies: construction paper, stapler, glue, "decoratives."

To make these three cornered hats, fold a rectangular piece of construction paper lengthwise about 1/2 inch up. Glue sequins, buttons, tissue paper scraps, etc. all over the hat. Or decorate with crayons, colored markers, or stickers. Bring together the top two corners in the back and staple.

Group Games

Early August mornings, before the noon day sun really begins to blaze are the perfect times for playing field games. In addition to traditional favorites, try some of these games:

Human Pinball

Form a circle with everyone facing outward. Two or three children stay in the middle of the circle. The players forming the circle must throw a ball from between their legs, trying to hit someone in the middle. Once hit, they trade places.

The Great Chain

Form a big circle with everyone holding hands. Then, everyone face in one direction and tighten up as close to each other as possible. Next, have everyone sit down. If done correctly, they will all be sitting on each other's laps.

The Ha-Ha Game

Have the children lie on the ground (the floor if indoors) in such a way that each child has his head on the stomach of the person next to him. To start the game, the first child says "Ha." The next child says "Ha-Ha," the third says "Ha-Ha-Ha," and it continues with each person adding another "Ha." This game never fails to bring giggles galore!

Memories

With the start of a new school year just around the corner, August is a good month for looking back and remembering the best moments of the school-age program, especially the fun theme days or field trips that took place during the summer. August is also a time to look ahead and wonder about the coming school year. Scrap books, time capsules, and predictions are three interesting activities that encourage children to think creatively about the past, present, and future.

Scrap Books

To make a scrap book, punch holes in 9" x 12" sheets of oak tag or heavy construction paper. Bind the pages together with colorful yarn or ribbon. Choose a title for your scrapbook, something as simple as "My Scrapbook" or as elaborate as "Mollie's Marvelous Memories." Decorate the cover with crayons, markers, stickers, glitter or whatever suits your personality. Then decide what you will put into your book. You may want your scrap book to follow one theme all the way through, such as favorite art projects, or simply a collection of fun events, with photos of friends, postcards from field trips, or awards.

Time Capsules

A cardboard shoe box with a cover is all it takes to create a personal time capsule. The boxes may be decorated with tempera paints, colored contact paper, or gift wrap. The children should fill their time capsules with items that represent them as they are right now. Some suggestions are: recent photographs, height and weight, list of best friends, a sample of artwork or handwriting, a newspaper article from that day's paper, a tape recording of the child talking or singing.

After loading the time capsule, seal it tightly with string or masking tape to help resist the temptation of opening it too soon. Mark the outside of the time capsule with the child's name, the date it was sealed, and the date it is to be opened in the future.

Predictions

Making predictions about the future is fun! Predictions can be silly, serious, or a bit of both. It encourages children to think about their dreams and set goals for the future. Sometimes it helps children to get started if you provide them with some topics, such as *School*, *Family*, *Friends*, *Clothes*, *Toys*. Then decide on a period of time. For instance, "At this time next year, my family will...(live in a different house, own another pet, etc.)." Older school-age children can work on this independently, but younger children may need to dictate their predictions to an adult or older child who writes them down. Put the predictions in a safe place for that day in the future when you'll see which predictions came true!

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Gina Campellone* of Vernon, Conn.

42 Activity Ideas

The minimum number of Activity Ideas in this issue is 42.

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AUGUST CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
AUGUST DAYS	The first week in August is *National Clown Week*. Let the children take turns creating funny clown faces on one another with face paints. (see page 4)	Francis Scott Key was born on Aug. 1, 1779. He wrote the *Star Spangled Banner*, the U.S. national anthem. Find out the circumstances under which he wrote the song.	Make up a song that will be the official anthem for your school-age program. The lyrics should represent the values and characteristics of your program.	The first electric traffic lights were installed in Ohio on August 5, 1914. Play the traditional game, 1-2-3-redlight.	Imagine what our roads would be like today without traffic lights. Make up a story about the day all the traffic lights disappeared.
BOTTLES, JARS, & CARTONS	**Wave bottle:** Fill a plastic soda bottle half full of water and 1/4 with vegetable oil. Add a few drops of blue food coloring. Cap tightly and rock gently to see wave motions.	**Bug Cage:** Cut holes or windows into the sides of a small milk carton. Put the carton inside a nylon stocking. Use a twist tie at the top to open and close the cage.	Prepare blue raspberry gelatin and pour into large glass baby food jars. Add Swedish fish candies and chill. A cool ocean treat for a hot August day.	**Ocean in a Jar:** Layer plain or colored beach sand in an empty pickle jar. Add small shells, sequins, etc. Fill slowly with water. Tightly screw on lid.	Glue a small lump of clay to the inside of a baby food jar lid. Arrange dry or silk flowers in the clay base. Screw the lid on carefully for a mini-floral arrangement.
WET AND WILD	Fill a basin with water and experiment to see which objects will sink and which will float.	Have a water balloon toss.	Fill a plastic soda bottle with water. Make a hole in the cap and screw on tightly. Squeeze the bottle and watch the water spray. A fun, safe way for water play.	Make a water slide with an old plastic tarp and a garden hose.	Buckets of water and big, clean sponges are fun for splashing around in the sun.
VINTAGE GAMES	"Vintage" games may be brand new to many children. Play with marbles, introduce jump rope rhymes, teach some yo-yo tricks.	Learn to play jacks.	Have a hula hoop tournament. How long can you keep the hoop spinning around your waist? What else can you play with a hula hoop?	Use sidewalk chalk to draw a hopscotch game on the black top.	In a ball field or grassy area, play Red Rover or Kick the Can.
GO CAMPING!	Sit around a make believe campfire (or a real one, if you have access) and sing songs or tell ghost stories.	Pretend you are away at a sleep over camp. Write a letter to your parents. Describe everything about camp–your counselor, the food, your favorite activities.	Take an "Upside Down Hike." Peek under rocks, leaves, and sticks to see what might be living underneath. Put things back the way you found them.	Attach magnetic tape to colorful construction paper fish. Tie lengths of yarn to sticks and fasten a paper clip to the end of each string. Use an empty wading pool to fish in.	Sit quietly outdoors and bird watch. Have a bird book handy to help with identification. Borrow binoculars for close up observations.
WHAT NOW?	Rub a metal teaspoon in your hand until it's warm. Then tilt your head back slightly and place the bowl of the spoon on your nose, with the handle hanging down.	Have a 3-legged race.	Let the children build forts or tents using sheets, blankets, chairs, tables, or whatever equipment is available.	Learn to say the alphabet backwards.	Spread a blanket on the lawn and do some cloud gazing. What does each cloud look like?

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Washington Notes

by Charles Pekow

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers

School-Age May Get Boost On Campus

Colleges and universities soon may get a chance to care for their students' school-age children. House and Senate versions of the Higher Education Act Amendments of 1998 (H.R. 6 and S. 1882) would authorize a grant program to pay child care tuition for college students qualifying for Pell Grants. The House passed its version, as did the Senate Labor & Human Resources Committee.

The House version would allow $30 million a year for four years in grants of at least $10,000 to higher education institutions where students received at least $350,000 in Pell Grants the previous academic year. The House bill would also allow work-study students to tutor in school-age programs as a community service activity while the Senate bill would allow them to work in school-age programs funded under the grants.

A JUMP For At-Risk Youth

Could you use mentors to work weekly with at-risk children after school? If so, you may be interested in applying for a Juvenile Mentoring Programs (JUMP) from the Office of Juvenile Justice & Delinquency Prevention (OJJP).

OJJP will award $10.1 million to local schools and non-profits to match adult (21 or over) mentors individually with youth. New and experienced programs can apply. Non-profits must get a letter of support from their local school system, as JUMP seeks to improve academic performance and prevent dropping out. Grantees can get up to $200,000 to last three years.

Grantees must employ a project coordinator (preferably full-time) that mentors can turn to for advice. Mentors and mentees should meet individually at least weekly for an hour or two. Though mentors volunteer, grantees should budget $75 a month per match for expenses.

For applications and info, call 800-638-8736. To get info faxed back, call, select option 1, then option 2 and follow instructions; e-mail puborder@ncjrs.org. Hurry! **Deadline is July 10.**

$40 Million for Public Housing Projects

Would families in public housing in your community become self-sufficient any faster if they could obtain quality school-age care? If you can answer yes to that question and can persuade housing authorities or tenant groups to apply, you might share in nearly $40 million in federal funds for support services. The Dept. of Housing and Urban Development (HUD) is offering two types of grants:

- Public & Indian Housing Economic Development & Supportive Services Program Family Economic Development & Supportive Service awards: $25,326,734 is available to public housing authorities and $3 million to Indian programs in grants up to $300,000. Possible activities: Providing school-age care so tenants can get to school or work, and after school tutoring.
- Tenant Opportunities Economic Self-Sufficiency Grants: Resident organizations can apply for a share of $10.9 million for activities such as providing care to help families work, training providers and teaching parenting skills. A majority of families using services must take part in welfare reform activities.

For applications, call 800-HUD-8929, TYY 800-HUD-2209, or go to the website at www.hud.gov. **Deadline is July 31.**

Care Finders for Housing Assistees

Another $25.2 million from HUD is allotted for coordinators who help housing voucher recipients become self-sufficient. Public housing agencies can apply for funds to hire family self-sufficiency coordinators to help these families by finding support services such as school-age care. Grants will cover full or part-time salaries and other costs for one year. Only agencies with between 25 and 1,500 families on vouchers can apply. Call 800-955-2232, TYY 800-877-8339. **Deadline is July 24.**

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Child Care Now! Lobbies in DC

Child Care Now!, a project of the Children's Defense Fund (CDF), is lobbying hard in Washington DC to ensure that Congress allocates substantially more funds to child care programs, including school-age care.

The group's stated goal is to aid in the passing of legislation that guarantees at least $20 billion (over five years) in new *mandatory* funding for the Child Care & Development Block Grant (CCDBG) in order to help states:

- make child care more affordable for low-income parents who are working;
- improve the quality of care for all children;
- support safe, constructive, after school activities for the nearly 5 million children currently at home alone.

The group is concentrating on the tobacco tax bill as a primary source for the funding of child care programs. Over the past few months they have waged an intensive campaign in which child care workers have been encouraged to call their Senators and Representatives to lobby for this $20 billion commitment to child care.

As a result, on March 31, the Senate voted 50 to 48 in favor of an amendment that would create a reserve fund for an increase in mandatory funding for the CCDBG. Although it didn't pass (60 votes were needed), this was an encouraging sign that a majority of Senators favor using tobacco funding for child care.

Child Care Now! is keeping a close watch on when these bills are being discussed and voted on in Congress over the next months. They are encouraging child care workers to continue calling or writing to their state representatives in Washington to urge them to keep funding child care a high priority.

To identify and reach your Representatives and Senators, call the U.S. Capitol switchboard at 202-224-3121, or visit the Capitol website at www.congress.org.

To find out more about this campaign, call Child Care Now! at 202-662-3671, or fax 202-662-3560, or visit the website at www.childrensdefense.org.

(See pages 7 and 8 for more.)

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Child Care Now!...

The High Cost of Child Care

The Children's Defense Fund has released a new report titled "Child Care Challenges, which surveys child care costs for four-year-olds in urban child care centers nationally. The document is one in a 50-state series examining the range of child care challenges facing families in each state. As shown in these state reports, families in every state are struggling to find the quality they are looking for, or the demands of their work schedules limit their choices. There is no state in the country that has successfully addressed the full range of problems facing families who need child care. The report also puts the high cost of child care in perspective by comparing quality child care costs to public college tuition costs. Which is higher? Child care!

To obtain a copy of the report for your state, e-mail: cdfchildcare @childrensdefense.org or call Kanya Williams at 202-662-3609. Ask for the "Child Care Challenges" report.

Help Congress "Get the Picture"

Involve the children in your program in the child care lobbying campaign by having them draw pictures of their families to send to your Senators and Representatives.

Child Care Now! is instituting the "Get the Picture" project as a way to emphasize to Congressmen the vast needs of families who require affordable, quality child care.

Programs can collect the hand-drawn pictures, add the message "America's Families Need Quality, Affordable CHILD CARE NOW! in large letters across the bottom and send with a cover letter to your representatives.

To get more information on this project, call Child Care Now! at 202-662-3671.

Clarification

An editorial in the March issue of SAN *was sparked by a change in a workshop title for the NSACA Seattle conference from what had been submitted and published in the February issue of* SAN *to what appeared in the preliminary conference program. Janet Frieling, the Conference Coordinator, asked us to publish the following clarification:*

"I would like to clarify some issues that have arisen since the March issue of *School-Age NOTES*. I know that I was the one who told you that the title of your workshop was changed by a member of the Diversity Committee. The change was actually made by someone within the Program Division. I would appreciate it if...you would clarify that I gave the wrong information about where the change originated from. The Diversity Committee has worked very hard to ensure that this conference is the best it can be, and I do not want all their hard work to be overshadowed by your article."

SAN *thanks Janet Frieling for contributing this clarification.*

2000 Attend NSACA in Seattle

An estimated 2,000 school-age and youth professionals participated in the 10th Annual National School-Age Care Alliance (NSACA) Conference in Seattle, WA at the end of April. Special efforts were made to focus on the diversity and depth of this year's program including more workshops for youth programs. There were 157 presenters and 186 workshops.

The *Culture, Peace, and Conflict Resolution* room and the Computer Lab were notable highlights and first time events. They offered participants a place to explore new ideas and resources.

Hundreds of volunteers contributed to the pre-conference work and organization that was evident in such a successful conference.

Self-Esteem Book Back in Print

The Best Self-Esteem Activities for the Elementary Grades is once again available. Stocks of the popular book were depleted some months ago and a number of orders for it had to be turned down.

For more information about ordering the book, call School-Age NOTES at 800-410-8780.

Biz Tip #3

Limit fax transmissions to five or less pages. Longer documents should really be sent by mail–if it's urgent, overnight mail will do. Long faxes invite transmission problems, bump up your phone bill, eat up the recipient's paper supply, and ties up both parties' fax lines.

SAC CONFERENCES

FLORIDA Sept. 18-19, 1998
FLSACCC Annual Conference, St. Petersburg
Keynote Speakers: Rich Scofield & Liz Joye
Contact: Carol Gibson, 1-888-438-3123

MINNESOTA Sept. 25-26, 1998
MNSACA Older Kids Conference, Minneapolis
Contact: Doug Peterson, 612-928-2657

IOWA Oct. 17, 1998 **New Listing**
SAC Alliance Conference, Iowa City
Contact: Val Calderwood, 319-337-2095

NEW JERSEY Oct. 16-17, 1998 **New Listing**
Annual SAC Conference, Basking Ridge
Contact: NJSACCC, 973-1050

UTAH Oct. 16-17, 1998
Utah SAC Alliance Conference, Midway
Contact: Kathy Carr, 435-657-0911

MICHIGAN Oct. 20, 1998
11th Annual Michigan SACC Conference, Troy
Contact: Dr. Joan Lessen-Firestone, 248-209-2035

NORTH CAROLINA Nov. 6-7, 1998
NCSACCC Annual Conference, Raleigh
Contact: Connie Greeson, 919-731-1520

OREGON Nov. 7, 1998 **New Listing**
11th Annual SAC Conference, Albany
Contact: Colleen Dyrud, 503-725-8528

COLORADO Nov. 13-14, 1998 **New Listing**
8th Annual SAC Conference, Denver
Contact: Sandy Minster, 303-420-9721

VIRGINIA Nov. 13-14, 1998, **New Listing**
7th Annual SAC Conference, Williamsburg
Contact: Ginger Tomlinson, 540-966-3676

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

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Nashville, TN 37204-0205

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PERIODICALS

July 1998

RESOURCES

Child Care Now! Resources

Child Care Now! (see pages 6-7) has a variety of resources that can aid in your program's campaign to generate more funding for child care.

Of particular interest to school-age programs is a public service announcement for television which will raise public awareness of the need for safe, constructive after school and summer activities for school-age children. The PSA has been designed with a blank space at the end for a local tagline, such as local contact information. To request more information about how to place a PSA and to order a sample PSA tape to show local media, contact Child Care Now!

The organization also has a free Child Care Now! Organizer's Kit; posters, one of which is specific to school-age care and which can be posted in libraries, schools, churches, stores, etc.; and Child Care Now! lapel buttons and stickers.

To order any of these items, contact Child Care Now! at 202-662-3671, or fax to 202-662-3560, or e-mail cdfchildcare@childrensdefense.org.

Kids Count Book

The 1998 edition of *Kids Count Data Book: State Profiles of Child Well-Being* from the Annie E. Casey foundation is now available. The Children's Foundation (CF) is distributing, along with a limited supply of the *1998 Kids Count Wall Chart*. For more information about these items call CF at 202-347-3300.

CF Training

The Children's Foundation is sponsoring a Child Care Training Institute in Washington DC on Aug. 22. Call 202-347-3300 for more information.

Resources for Recreation Leaders

RADWORKS, a mail order company out of Fremont CA has a collection of resources specific to camp and recreation leaders' needs. Included are videos showing how to sing and perform the movements to favorite traditional camp songs, "hip pocket" activity and song sheets, and more. For more information call 1-888-478-CAMP or visit the web site, which includes free leadership tips, at www.jonesquare.com/radworks.

Asthma Info

The *National Asthma Education and Prevention Program* has resources for caregivers and teachers about dealing with asthma. Contact them at P.O. Box 30105, Bethesda, MD 20824-0105.

Volume XVIII #12 The Newsletter for School-Age Care Professionals August 1998

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Back to School Stress — What You Can Expect

by Alycia Orcena

It's that time of year again. Summer is over and your school-agers are busy buying pens, paper, and just the right notebook–the cool one!! Going back to school can create a lot of stress for school-agers that most adults do not remember. *"What will my teacher be like?" "Will my teacher be mean?" "What if the school work is too hard?" "Who will I sit next to?" "What if my friends aren't in my class?" "Who will I eat lunch with?" "What if I can't find my room?"*

These questions, and more, haunt school-agers during the first few weeks of school while they get used to their new surroundings and a new routine.

How will this affect the school-agers in your program? When school-agers are feeling stressed they have a hard time communicating what they feel, so they express it in a variety of ways. For example, you may find that your children are being more argumentative with each other and the staff. They may also seem 'sassy' or 'back-talking' more than usual. Or perhaps they seem withdrawn and quiet; and may even display symptoms of being ill (headaches, stomachaches, diarrhea). All of these examples are normal, and if you, as the school-age care provider, can recognize them you will be able to help the school-ager.

Many times when we look at the behavior of school-agers we often see ourselves as adults behaving the same way. For example, think of the last time you started a new job. We often experience the same 'back to school stress.' *"Who will I eat lunch with?" "What if the work is too hard?" "What if no one likes me?" "Will I like my new boss?"* As adults we can rationalize the answers to these questions, but sometimes they still cause stress in our lives. As adults we release this stress by speaking inappropriately to our spouse or children, becoming withdrawn or being outspoken. If you look at the behavior of adults when they are stressed and the behavior of school-agers, you will see many similarities.

So what can you do? If you have a summer program, use the weeks before school starts to talk with your school-agers about what they can expect. Perhaps visit the school–many teachers are working in the classroom during the week before school. Find the cafeteria and the bathrooms; visit with the principal; and let the school-agers ask questions. Suggest to parents that when they are purchasing school supplies to allow for their child's input into what they like. Although many parents are budget-conscious, they can offer their child a choice between two or three items that still fit within their budget, but the children feel that they have made the decision.

When school starts set aside a time to talk with your school-agers about the day; what they are experiencing and how it is making them feel. Ask open-ended questions such as *"What did you make in art class today?" "What games did you play at recess?" "Did you do*

(Continued on page 2)

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Youth: The Final Frontier

Older Kids Conference Adds Pre-conference Day

The fifth "Older Kids" conference, quickly becoming a fall tradition, will be held September 24-26 in Minneapolis. The Minnesota School-Age Care Alliance (MnSACA) is sponsoring the conference.

The conference was established to address the out-of-school time needs of older children from ages 9 to 15.

The conference has been expanded to three days to allow for program site tours and a pre-conference session. The pre-conference session is sponsored by Concordia University's School-Age Program. Concordia is the first U.S. college to offer a four-year degree program in School-Age Care, and recently expanded the program to include a Master's degree program in the field.

The conference is being held at the Minneapolis Convention Center. Registration fees for the conference are $115 for the full conference and $60 for Saturday only. Three hotels in the Minneapolis downtown area offer discounted prices to conference attendees. For full registration information and materials contact Doug Peterson at 612-928-2657.

Back to School...

(Continued from front page)

math today?" "What kind of math problems did you do?" Try to stay away from questions such as *"How was your day?"* or *"Did you learn anything in school today?"* These types of questions will not open the doors of communication with your children. Communicating daily with your children will help to relieve their 'back to school' stress and help to build a better relationship with the school-agers in your program.

You know the school-agers in your programs better than anyone. Recognize these 'back to school' stress symptoms early and help them work through them. Your children will thank you one day and their parents will thank you now. It may just help your SAC program be a little happier and a lot less stressful! ☺

Alycia Orcena is a school-age child care specialist in Galion, Ohio. She also is a regular contributor to our Curriculum Corner and Activity Pages in SAN.

Getting Staff Ready

Tips for a More Effective Staff Orientation

by Charles Pekow

Ready for the start-of-the-school-year staff orientation? Try these techniques for that annual staff training seminar, offered by Gunna Middleton and Ann Harvancik of After School, Inc. Their outfit serves more than 2,500 children at about 40 sites around Waukesha WI. The duo gave the hints at the annual conference of the National School-Age Care Alliance in Seattle.

Middleton and Harvancik offer these tips:

- Operate with an agenda. It gives you a timeline.
- Welcome returning staff. "Let them know you're glad they're back," Middleton advises.
- In a long orientation, you'll need to take breaks. To prevent breaks from going too long flicker the lights like theaters do to remind people to hurry back. Or break the routine with stretching exercises or a fun activity instead of stopping the show. People will take a break without realizing it and they won't crowd the bathrooms. Just let the audience know at the beginning that anyone can get up to get water or go to the bathroom anytime. Balance the lecture with group activities and role play.
- Orientations can run all day, half day, evenings, or weekends. "People are not interested in hearing me all day, so we bring in as many [speakers] as possible," Harvancik says. Someone from the Red Cross, for instance, explains first aid. Licensers also explain essentials and inviting them to speak helps put you on good terms with them.
- If you hire during the school year, you can't afford to take the time for a complete orientation of each newcomer. So if you don't hire several people around the same time, show tapes to new staff.
- "People walk in with an expectation. You don't know what it is. Ask them," Harvancik counsels.
- People will come more willingly if you feed them. But most seminars serve donuts or other sugary food in the morning. People will lose energy quickly after a sugar fix. So feed them fruit, yogurt, or protein. If you take a break, give them peanuts or more protein. If you feed them sweets, do so in the afternoon. ☺

Charles Pekow is editor of "Day Care U.S.A." This report was written exclusively for SAN readers.

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Summer Programs...

Furry Pets Affect Allergies, Asthma

Summertime is a time of extended activities and more in-depth projects. Some may include having pets in the program for children to care for, or having an animal studies program. If including animals in your program, remember that many children have allergies to animal dander or suffer from asthma, which can be triggered by exposure to furry animals.

According to the June, 1998 issue of *School Health Alert*, programs and classrooms should minimize exposure to "warm blooded animals." The publication recommends that when it comes to animals, you should:

- Notify parents prior to any animal contact, and
- Don't allow caregivers to bring animals to school without planning with you first.

You should have been informed by parents at the beginning of the program whether a child has any known allergies or suffers from asthma. So with these two cautions in place, children's exposure can be monitored. ☺

For information on the School Health Alert *newsletter, call 615-255-3609 or email webteam@schoolnurse.com.*

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Strategies to Help Children Manage Conflict

Children use many different strategies to resolve conflicts. Some are positive, such as taking turns. Others, such as hitting, are negative. As caregivers, we can help children manage their conflicts by increasing the number of methods they can use to solve their daily conflicts.

When a conflict arises and needs intervention by an adult the caregiver can ask, "What else could you have done besides hitting?"

Uvaldo Palomares and Ben Logan in their book *A Curriculum on Conflict Management* outline fourteen strategies for children (and adults) with which to manage conflict. Some of these strategies are listed below. These strategies should be taught and modeled for children before the conflict arises. When a conflict does arise and needs intervention by an adult the caregiver can ask, "What else could you have done besides hitting?" Slowly the children will develop a repetoire of alternatives for handling conflict.

1. Negotiating is the starting point for several other conflict strategies. Negotiating generally means a period of discussion which leads to an agreement. Example: A close call at home plate in a game of kickball has lead to a shouting match. "Safe!" "Out!" "Safe!" "Out!" Negotiating starts when one says, "Hey, if we argue all day then no one gets their turn." This is the starting point for breaking down each point of conflict. They might decide to take it over, get an adult opinion or make a compromise. But they have to start talking first.

2. Compromising requires the cooperation of all the people in the conflict. Through negotiation everyone agrees at the start to give up a little. It allows both parties to feel as though they got something while each also had to give up a little. Younger children have a harder time understanding the concept of giving up something to get something back. Example: Two children both want to use the record player earphones. One child offers to let the other one listen to his new record if he can use the earphones first. While the other child has given up the earphones temporarily, she will not only get to use them but also she now will have an opportunity she didn't have before.

3. Chance as a conflict resolution method requires first some negotiating. "Let's flip a coin", and then some agreement on what is at stake. "If I win, our team gets to be up first." Other methods of chance are drawing straws, picking numbers out of a hat, or thinking of a number from one to ten. Chance can help adults to arbitrate children's conflicts because it is easy for children to see the fairness and school-agers are very accepting of methods that have clear rules. "Heads I win, tails you win."

4. Threat-Free Explanation lets children state the facts without accusing anyone. "I tried to catch the ball but I bumped into Trina and fell and hurt myself" does not elicit an argument where as "You made me fall" ends up in a shouting match of accusations and denials. Threat-free explanation uses the technique of "I" messages. "I" messages state the person's feelings as well as facts. "I fell down and not only hurt myself but I was embarrassed, too!"

One program in Manchester, Connecticut with 8- to 11-year-olds has a "grievance time." This is a period of "threat-free explanation" when each child is allowed to state his or her grievance without using threatening words, tone or actions. Statements such as "Trina made me fall" are not allowed. The children can also act out how they perceived the incident. Children can explain or act out their side without being interrupted. One difficult part for children to understand is that one child's explanation is not necessarily the truth of what happened. It was stressed that this was only how that child remembered what has happened. (Grievance as defined by Funk & Wagnalls is a real or imaginary wrong regarded as cause for complaint or resentment.)

When complaints such as "Lawanda hit me when we were on the school bus" come up, the children are told to save it until "Grievance Time." Each child involved is asked what more appropriate ways of handling the situation could have been used and what might the consequences have been. Often the conflict incident is re-enacted with the alternative ways used.

Every child involved knows that they will have their turn to explain their view of what had happened. This is not a quick, easy process. It takes time for the children to trust the system and understand they will always get a chance to explain their side. However, after several weeks of the daily "Grievance Time" both conflicts and grievances decreased. Often the children chose more appropriate ways to handle incidences of conflict or potential conflict because they realized "complaining" to adults or using inappropriate methods would lead to a "grievance session." They realized it is easier to avoid the conflict or solve it appropriately among themselves than to bring it up in "Grievance Time."

Rules for "Grievance Time" as used in the program in Connecticut are: 1. Everyone can tell their side of the story without being interrupted by anyone else. 2. No accusations or threats (verbal or physical) can be used, only "I" messages or factual statements as they perceive what happened. 3. Everyone involved will have a turn to expain their side. 4. The first person's side of the story is not more believable than any other.

(Continued on page 7)

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Science in September

Make a Rainbow!

Fill a baking dish half full with water. Position a small hand-held mirror so that it is sitting half in and half out of the water. Ask a volunteer to hold up a sheet of white cardboard or construction paper at the end of the baking dish opposite the mirror. Ask another child to shine a flashlight at the part of the mirror that is under the water. Experiment with the position of the light until a small rainbow is reflected onto the white paper.

Erupting Colors

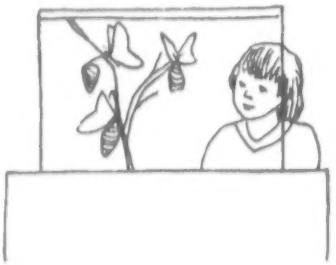
Pour whole milk into a cake pan just until the bottom is covered. Sprinkle several drops of food coloring on the milk. Add a few drops of dishwashing detergent to the food coloring. Watch as the colors move around! Try adding several colors at once and watch the rainbow effect as they mix.
(Scientific principles at work: Milk contains both water and fat molecules. The dishwashing detergent can attach itself to either water or fat, so the molecules in the milk separate, causing the erupting effect.)

Nature Imprints

Lay fresh leaves or flowers on a wooden board. Thumb tack a piece of white fabric over the board. Using a hammer, pound all over the fabric, crushing the leaves and flowers. Remove the tacks and look at the imprint of the leaves and flowers left on the fabric.

Butterfly Observatories

Ask parents for donations of clear plastic containers (any size will do). Cut a piece a of cheese cloth to fit over the top of the container. Have the children place twigs and leaves (preferably from the plant on which the caterpillar was found) into the container and then carefully add the caterpillar to its new home. Lay the cheese cloth over the top and tape it securely to the sides of the container. Observe the caterpillars daily, recording what you see in a caterpillar journal. After the caterpillars have formed chrysalids and butterflies have emerged, set them free outdoors.



Growing Crystals

Pour a half cup of very hot water into a clear cup. Slowly add 1/3 cup of salt to the water. Stir and dissolve the salt. Keep adding salt until no more salt will dissolve. Lay a pencil over the top of the cup. Twist a pipe cleaner around the pencil so that it will hang into the salt water solution. After a few hours you will notice signs of crystals appearing on the pipe cleaner. Check each day as the crystal grows.

Sandpaper Iron-Ons

Draw with crayon on squares of sandpaper. Press hard for best results. After the drawing is completed, lay it onto a piece of cloth, crayon-side down, and press with a warm iron for a few seconds. Lift the sandpaper off and the drawing will be "magically" transferred onto the cloth.

Wind Catchers

Cut the ends off of a round oatmeal box. Decorate the box with construction paper and markers. Punch several holes along the bottom edge of the oatmeal box and lace crepe paper streamers through the holes. Punch four holes along the top edge of the box and tie four strings through the holes. Tie the strings together and hang the wind catcher outside.

Etching

Color an entire piece of paper with many bright colors. Press very hard. Next, color the entire paper with black crayon. Again press hard and color very dark. With a straightened paper clip, scratch a design in the black crayon. The result will be a vibrant, colorful drawing.

No Losers!

Try a cooperative version of the popular game, musical chairs. This version works better with carpet squares or small mats. Place the carpet squares, one less than the number of players, in a circle. Like the traditional game, the players march around the circle. When the music stops, each player must find a carpet square to sit on. This is where the fun starts! Instead of being out of the game because there aren't enough squares, players continue to gather on the remaining mats. In each succeeding round additional mats are removed, and eventually only one square is left with all players trying to sit on it.

Byline...

This month's **Activities** and **Curriculum Corner** pages were written by *Jenni Dykstra* of Glendale, Wis.

40 Activity Ideas

The minimum number of Activity Ideas in this issue is 40.

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SEPTEMBER CURRICULUM CORNER

	Monday	Tuesday	Wednesday	Thursday	Friday
SEPTEMBER DAYS	September is *Classical Music Month*. Arrange a concert performed by children in your program who play instruments.	The first week in September is *Child Injury Prevention Week*. Call your local hospital and ask for a tour, or teach a course in basic first aid.	September 9 is *Teddy Bear Day*. Have a pajama party! Have children change into pajamas, settle down with their favorite stuffed toys to watch videos and munch popcorn.	September is national literacy month. Begin to read a chapter story aloud to the children. Read a chapter or two each day.	September 25 is *National Comic Book Day*. Write and illustrate your own comic books. Encourage children to trade comics with their friends.
BUTTERFLIES	Read aloud *The Butterfly Seeds* by Mary Watson, a book about a child whose grandfather gives him "butterfly seeds" to bring to his new home in America.	Go for a walk to find caterpillars in early September. Observe them in their natural environment or make caterpillar observatories. (see p.4)	You may want to order butterfly larvae from a science supply company. Be sure to ask that caterpillars be shipped with the food they need.	Drop a spoonful of paint onto paper. Fold the paper in half and squish. Open and discover a symmetrical design. When dry, cut out to make a butterfly.	Just as butterflies change, so do children. Have children bring in baby pictures to chart how much they have changed over the years.
NATURE	Feed the birds. String peanuts and popcorn using a needle and thread. Hang the strings outside a window and watch the birds come to feast.	Draw a bird track on the end of a pencil eraser with a ball point pen. Press the eraser onto white paper to make the tracks walk across the paper.	*Bark Rubbings:* Cover a small area of tree bark with paint. Press a piece of paper over the bark. Slowly peel off the paper. Wash the tree with water when done.	Nature Imprints. See page 4.	Collect dried grasses, flowers, weeds, etc. outdoors. Arrange these plants in a paper cup and fill cup with Plaster of Paris mixture. Allow to dry overnight.
OUTER SPACE	Make a space ship out of several large cardboard boxes. Let the children paint and add details.	Ask for donations of old computer keyboards, headphones, calculators, or other electronics that can be used as Outer Space props in dramatic play.	Poke tiny holes in black paper. Shine a flashlight behind the paper and it will look like stars shining. Try to make constellations.	Give paper planets a "crater" look. Mix a little water and tempera paint on a tray. Add a bit of cooking oil. Lay a paper circle on the tray and lift.	Arrange a visit to a local planetarium (usually at universities or museums), if available.
"LET'S ROLL"	Use a variety of materials (dough, tubes, cans) to create a track for marbles to roll through. Build the track in a box and tilt it to roll the marbles.	*Golf Ball Painting:* Put paper in a box. Add a bit of paint and two or three golf balls. Tilt the box to roll the balls through the paint.	*Ramp Races:* Roll various objects down a ramp. Measure the distance and see which rolled the furthest.	Give each pair of children a pair of dice. Have them take turns rolling the dice and multiplying the two numbers together. The children can keep score.	Hula hoops! Roll a hula hoop to a partner. Try to jump through the hoop as your partner rolls it. Toss a beanbag through a rolling hoop.
COLOR	Cut out tissue paper shapes in many colors. Lay the tissue paper onto waxed paper and paint over it with liquid starch. Hang the picture in a sunny window.	Make a rainbow! (See page 4)	Put a round piece of paper on a record player turntable. Play the "record" slowly as you color on it with markers. Watch the colors blend as they spin.	Make a color wheel out of a cardboard circle. Color each section of the circle a different color. Poke a pencil through the center and spin to see the colors mix.	Use an overhead projector and colored cellophane to project colors onto a blank wall. Cut out shapes, mix the colors or just shine the colors onto different surfaces.

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$40 Million in Grant Monies Awarded

SAN Editor Invited to White House

On June 17 President Clinton announced the awarding of $40 million in grants from the 21st Century Community Learning Centers program to 98 communities throughout the U.S. for the establishment of high quality after school programs. Rich Scofield, Editor/Publisher of School-Age NOTES, was invited to the White House for the announcement.

The recipients were part of a pool of 2,000 applicants who made grant requests to the Dept. of Education.

The 98 grantees are located in 36 states (see map below). The grants will impact 315 schools nationwide. Grant amounts range in size from $47,600 to $2.3 million a year for three years. Grantees will also receive training and technical assistance from the C.S. Mott Foundation. »

Distribution of 21st Century Community Learning Center Grants

SAC Funding from Congress Dies

In spite of Clinton's announcement of $40 million in grants to school-age programs, the news was not all good in Washington recently. In our July, 1998 issue we updated readers about the Child Care Now! campaign waged by the Children's Defense Fund, in which Congress was actively lobbied to pass amendments (particularly the Kerry-Bond Amendment) that would reserve funds from the revenue generated by the tobacco tax bill for child care and after school programming.

However, the tobacco bill itself was defeated in Congress, leaving the fate of child care and after school funding up in the air once again.

Kim Wade of the Children's Defense Fund, offered the following on a posting to the SAC listserve:

"Thanks to the hard work of thousands of children's advocates around the country, we were able to achieve an unprecedented victory last week. Sixty-six Senators voted in favor of the Kerry/Bond amendment to use a portion of the revenues from a tobacco bill to fund child care and after school programs. [This was] the strongest vote for child care since 1989.

"Unfortunately, [on June 17] Senate Republicans narrowly defeated the tobacco bill. This defeat, after a month of debate, comes as a set back, but not an end, to our chances to pass child care legislation this year.

"Now that we have 66 Senators on record supporting child care and after school activities, we are in a good position to look for other opportunities to secure funding. The next major opportunity will be in the budget bill, which will come from the Senate Finance Committee and the House Ways and Means Committee. This could happen as late as September."

Wade says that efforts will continue to tap into other potential legislation that could fund child care and after school activities and encourages child care workers to continue their pressure on elected officials to "keep child care at the top of the agenda." She adds that efforts so far have succeeded in getting the attention of national leaders.

"At the beginning of this year, it looked very challenging to move child care to the top of the national agenda. But after months of hard work, together we convinced 66 Senators that investing in child care and after school activities promotes children's healthy development. The thousands of calls and letters, as well as meetings, press conferences, and Stand For Children events worked–the Senate listened." »

New Journal On Education After School

Afterschool Matters: Dialogues in Philosophy, Practice and Evaluation, is a new journal for those working with children in education programs after school. It is "dedicated to promoting professionalism, scholarship, and consciousness in the field of after school education" and is seeking material for all sections of the publication. *Afterschool Matters* will be a national, bi-annual, peer-reviewed journal published by Children and the Classics, NYC, in joint collaboration with Interfaith Neighbors, NYC and The Partnership for Afterschool Educators, NYC. The journal will review articles from a variety of disciplines linked to the work of after school educators and the needs of the youth they serve. The journal seeks scholarly work based on actual program evaluation, as well as theoretical material that can be applied to the after school arena. Articles from a wide variety of academic perspectives will be considered along with personal or inspirational narratives and essays, book reviews, notices, and announcements.

Deadline for the first issue (Winter/Spring) is Oct. 1, 1998. For inquiry and submission guidelines please contact *Children and the Classics*, 153 Waverly Place, 10th Floor, New York, NY 10014, or call 212-627-6643, or email to magico@ziplink.net. »

Editorial Note: *While* School-Age NOTES *supports any efforts made to further the professional development of the school-age care field, we continue to stress that the developmental needs of all school-agers should include their social, emotional, and physical needs, as well as cognitive and encourage programming that meets those needs rather than focusing on academic enrichment.*

While some children's schools may be failing them and outside education is needed, most children do not thrive best with 10 hours of adult-led activities.

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In Memoriam

We learned recently of the death of **Ken Vogt.** He died November 25, 1997 from cancer at the age of 67. He was retired from working many years with the national YMCA of the USA on child care issues and eventually focused specifically on school-age care. With the rapid development of YMCA after school programs in the 1980's Ken took on the task of writing and developing programming and training manuals for this evolving field.

Barbara Taylor, who took over Ken's position when he retired, had these comments about his effect on our field:

"Ken sent strong, consistent messages to YMCAs that also filtered through the school-age care movement. Using training, manuals, and technical assistance papers, Ken delivered these messages: High quality programs; family-centered programs; community development as a part of child care programs; compensation, working conditions and the relationship to quality; and relationship building with schools. He left behind a legacy of resources, training, program initiatives and a commitment to excellence."

Strategies to Manage Conflict...

(Continued from page 3)

5. Taking turns is a much needed strategy for children who often want the same thing at the same time. Their needs are intense and immediate. Two children both want to use the swing, sit next to the teacher or wear the baseball glove. One solution is for one child to simply relinquish their turn. But, for both parties to be winners, the children can negotiate who takes the first and second turn. Whoever goes second, though, needs some kind of face saving for giving up first turn. For example, "You go first because you're older" or "You go first but don't forget I want my turn later." These statements help avoid the negative winner/loser situation.

6. Apologizing is sometimes difficult for children to do because they view saying "I'm sorry" as the same as "I'm wrong." But a child admitting that they are responsible can de-escalate a growing conflict. When one child says they're sorry, the other child often offers some face saving reply such as "It's not all your fault. I was running too fast..." Sometimes "I'm sorry" is a way of saying "I feel bad that you are hurt" or "I'm sorry we fought over the doll." As adults we must guard against the "forced apology" whereby the adult makes the child say he's sorry when in fact he's not. An apology, to be effective as a strategy, must be sincere and spontaneously offered.

7. Postponing of a conflict to a more appropriate time may allow for a more positive and complete resolution of the problem. One or more of the children may be tired, hungry, or upset with parents about an incident at home. To model this strategy you might say, "Stop now and talk after breakfast" or "Wait a few minutes till we finish cleaning up and you can sit on the couch and work this out." Postponement should be temporary and used occasionally.

8. Distracting is calling attention to something else as a way of diffusing the conflict. For example, two children are in an escalating shouting match when one distracts the other by saying, "We better go outside before the teacher hears us." This slows down the conflict and allows for a "break" during which tempers may cool. Distraction should be temporary and not used as a non-confrontive device.

9. Exaggerating is a technique whereby children exaggerate the actual situation. For example, two children are arguing over who's the best basketball player when one throws up his fist and says in a jovial, kidding manner, "OK. Let's punch it out!" The two children play around for awhile (not really fighting) and later are calmer to talk out their different opinions,or they may even forget about the problem.

Learning new skills takes practice. We can introduce children to the strategies and encourage them to try them, but we also need to be supportive as they practice. Listing all the possible strategies on a large poster and posting on the wall offers reinforcement of your teachings. Children can be encouraged to consult the list for ideas.

This article originally appeared as a four part series from the Sept./Oct. 1983, to the July/Aug.1984 issues of School-Age NOTES.

SAC CONFERENCES

NEBRASKA, Sept. 19, 1998 **New Listing**
Statewide School-Age Conference, Grand Island
Contact: Joyce Hanneman, 402-451-6244

FLORIDA Sept. 18-19, 1998
FLSACCC Annual Conference, Keynote Speakers: Rich Scofield & Liz Joye, St. Petersburg
Contact: Carol Gibson, 1-888-438-3123

MINNESOTA Sept. 25-26, 1998
MNSACA Older Kids Conference, Minneapolis
Contact: Doug Peterson, 612-928-2657

IOWA Oct. 17, 1998
Iowa SAC Alliance Conference, Iowa City
Contact: Val Calderwood, 319-337-2095

NEW JERSEY Oct. 16-17, 1998
Annual SAC Conference, Basking Ridge
Contact: NJSACCC, 973-597-1050

UTAH Oct. 16-17, 1998
Utah SAC Alliance Conference, Midway
Contact: Kathy Carr, 435-657-0911

MICHIGAN Oct. 20, 1998
11th Annual Michigan SACC Conference, Troy
Contact: Dr. Joan Lessen-Firestone, 248-209-2035

NEW MEXICO Nov. 6-7, 1998 **New Listing**
4th Annual NMSACA Conference, Albuquerque
Contact: Mike Ashcraft, 505-296-2880

NORTH CAROLINA Nov. 6-7, 1998
NCSACCC Annual Conference, Raleigh
Contact: Connie Greeson, 919-731-1520

OREGON Nov. 7, 1998
11th Annual SAC Conference, Albany
Contact: Colleen Dyrud, 503-725-8528

COLORADO Nov. 13-14, 1998
8th Annual SAC Conference, Denver
Contact: Sandy Minster, 303-420-9721

VIRGINIA Nov. 13-14, 1998
7th Annual SAC Conference, Williamsburg
Contact: Ginger Tomlinson, 540-966-3676

DO WE HAVE *YOUR* SAC CONFERENCE DATES?

School-Age NOTES
PO Box 40205
Nashville, TN 37204-0205

ADDRESS SERVICE REQUESTED

PERIODICALS

August 1998

RESOURCES

Youth Bicycle Campaign

Earth Force, a national non-profit youth organization is launching a two-year national campaign by youth to make the U.S. more bike-friendly.

The campaign, called "Get Out Spoke'n", is asking young people to set up community projects that will encourage bicycle riding as an environmentally sound form of transportation.

The campaign will be launched in September. Youth groups who are interested in finding out more about the campaign can call 1-800-23FORCE or email *getoutspoken@earthforce.org*.

Earth Force is a youth-driven national, nonpartisan, nonprofit organization whose mission is to enable young people (grades 5-9) to change their communities and care for the environment. Their web site is www.earthforce.org.

DimondBall™

Front Row Experience has developed a new ball for group games that is safe to use in games like dodge ball. The ball is a polyurethane foam ball with diamond-shaped facets as opposed to being completely round. Easier to catch, hold on to and no injuries from being hit. A book of group games specifically for use with the DimondBall™ is available also.

For more information call Front Row Experience at 1-800-524-9091.

After School Report

In conjunction with the grants announcement (see p. 6), a new report, *Safe and Smart: Making After-School Hours Work for Kids* has been released. It is available on line at www.ed.gov or by calling 1-800-USA-LEARN.

Resource Website

YouthTree USA is a new "child friendly" website that provides a searchable directory of real-life free or low cost resources for children, youth, youth workers, and parents. The database-driven directory enables vistors to find out detailed information about local and national youth services and programs.

The site also offers free home pages to all youth-related non-profit organizations.

School-Age NOTES reviewed the website and it appears to offer good information that is safe for children to access.

Go to **www.youthtreeusa.com** for more information or call Joerg Habermeier at J&J Associates , phone: 781-729-9652.